

ελληνικά

Greek

Language Guide

July 2015
Greek 1.2

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Greek Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

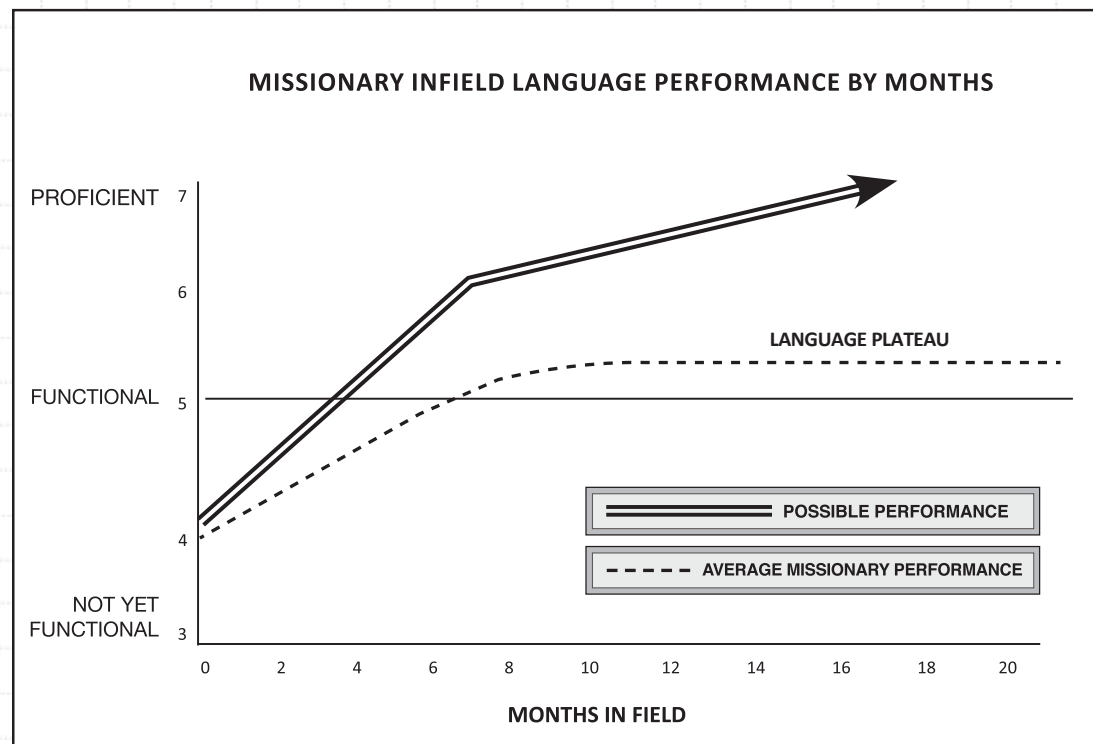
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



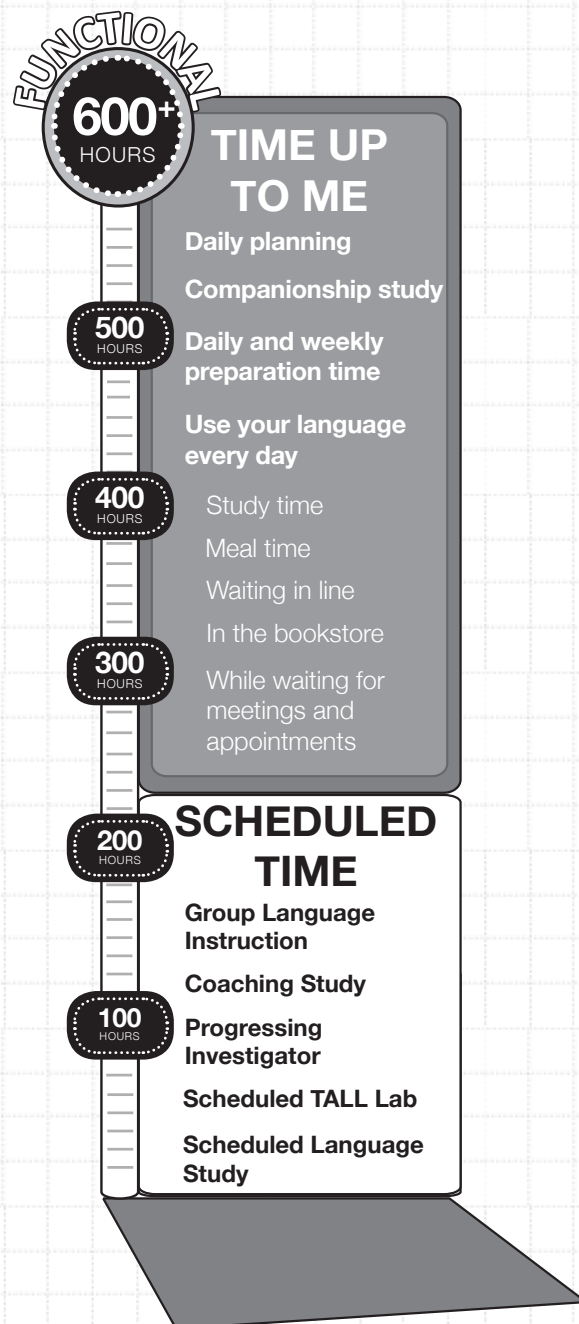
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:

1. Learn the things to teach your investigator, and
 2. Learn what you need communicate throughout the day.
-

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

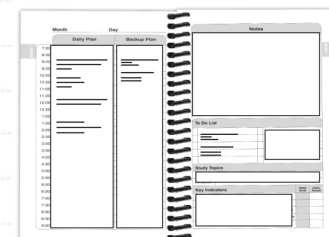
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My LANGUAGE Study Plan

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 PER 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

Month JANUARY Day 15 TUESDAY

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING, MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	Comp. LANGUAGE QUIZ EVAL GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

[WHEN]

Notes

New Words

MOLITVA
BOGI
VJERA

To Do List

CORRECT 20+ ERRORS	
MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES	

Study Topics

Personal	
Companion	
Key Indicators	Daily Goal Daily Actual
Lessons taught to investigators with a member present	
Other lessons taught	
Referrals	Received Contacted
New Investigators	

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRC teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a simple overview of The Restoration.	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

Monday:

- a.) Teach John how to pray
 - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
 - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
 - (2.) Practice teaching the "How do I pray?" steps in my own words. (10 minutes)
 - ii.) Study command form for giving directions about how to pray.
 - (1.) Conjugate 5 verbs in the command form. (7 minutes)
 - (2.) Say all my commands in the mission language all day.
 - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
 - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
 - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
 - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
 - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
 - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

ACTIVITY: LANGUAGE STUDY PLANS

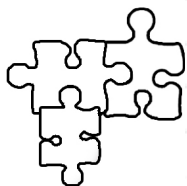
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2

NEW
VOCABULARY

3

NEW
VOCABULARY

4

NEW
VOCABULARY

5

NEW
VOCABULARY

6

NEW
VOCABULARY

7

NEW
VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR

Rules to Examples

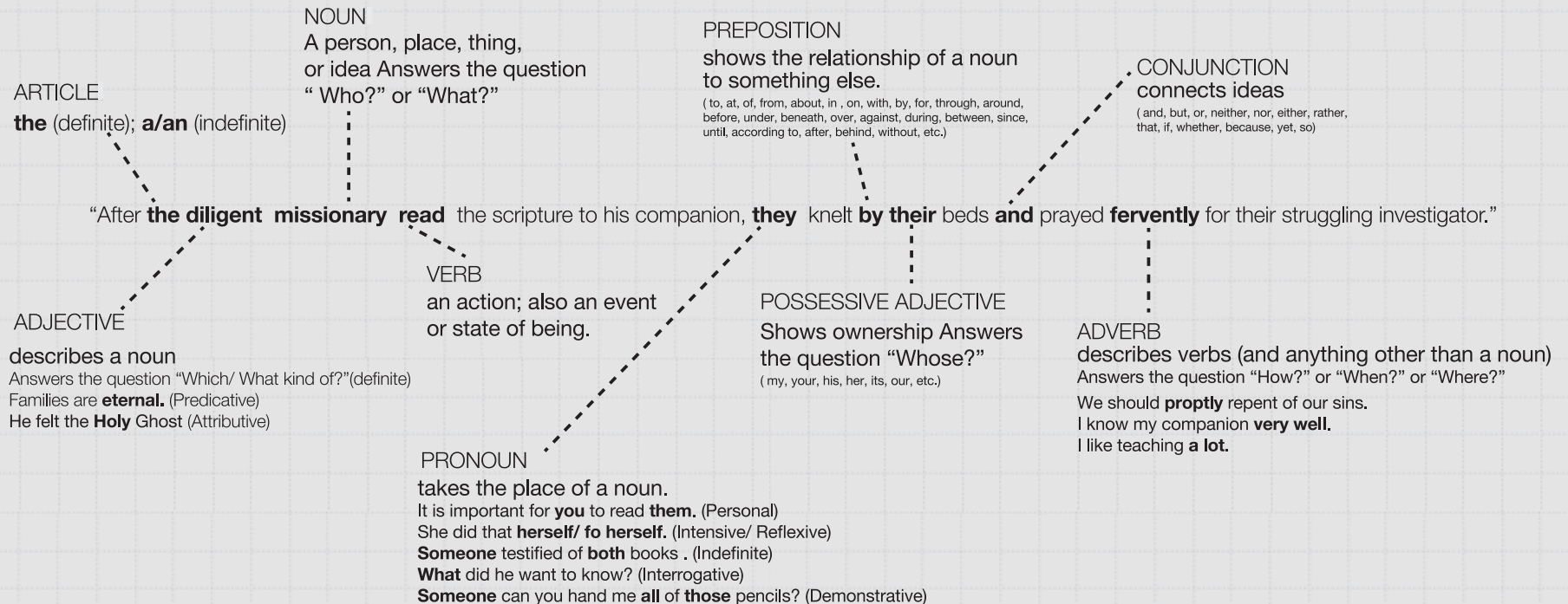
- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the diligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include “by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus is kind. (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being

Asking about and expressing possession or ownership

Asking about and describing objects, people, and their characteristics

Asking about and expressing desire, need, preference, ability, intention, or purpose

Asking about and describing actions and events

Asking and answering questions of contrasting attitudes, emotions, and feelings

Asking and answering questions of time, date, and location

Asking and answering questions of quality, quantity, number, and sequence

Asking and answering questions of cause and effect

Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Subject Pronouns

εγώ / είμαι	I am
εσύ / είσαι	you are
αυτός/ αυτή / είναι αυτό	he/she/it is
εμείς / είμαστε	we are
εσείς / είσαστε	you-all are
αυτοί / είναι	they are

Possessive Pronouns

μου	my
σου	your
της/του	her/his/its
μας	our
σας	your all
τους	their

Nouns

companion	συνάδελφος
Book of Mormon	το βιβλίο του Μόρμον
missionary	ιεραπόστολος
brother	ο αδελφός
sister	η αδελφή
siblings	τα αδέλφια
teacher (male)	ο δάσκαλος
teacher (female)	η δασκάλα
God	ο θεός

Numbers

ένα	one
δύο	two
τρία/τρίες	three
τέσσερα/ τέσσερεις	four
πέντε	five
έξι	six
επτά	seven
οχτώ	eight

Greetings

Hello	γεια σας
How are you?	τι κάνετε
Great	καλά

Application Activity:

Practice meeting others in your district. Tell them the following:

1. Who you are
2. Where you are from
3. About your family, brothers and sisters

Grammar Advice:

In Greek the Subject pronoun is only used in direct speech, or for emphasis because the to be verb always includes the subject pronoun. In Greek we use the article in many more instances than in English.

Γειά σας Hello!
Καλημέρα Good morning
Καλησπέρα Good afternoon
Κάλη νύχτα Good evening/night

Subject*	Verb	Adjective	Other
Εγώ I	είμαι I am	ο έλντερ/ η αδελφή__ Elder/Sister_____	του Ιησού Χριστού of Jesus Christ
Εκείνος He	είναι is	ιεραπόστολ-ος/οι missionary(ies)	
Εκείνη She		ο/η συναδελφός μου my companion(s)	
Εμείς We	είμαστε are	αντιπρόσωπ-ος/οι representative(s)	

Τι κάνετε; How are you?
Πως πάει; How's it going?

χάρηκα Nice to meet you!
επίσης Equally (you too)
τα λέμε See you later!
γειά σας Goodbye

Name	Verb	Object
το όνομά μου My name	είναι is/are	έλντερ/αδελφή__ Elder/Sister _____
με λένε they call me		

Question Word	Verb	Object
τι Which/what	είναι is/are	το όνομά σας; your name?
ποιός/ποιά Who		ο/η συνάδελφος σου; your companion?
πως how	σας λένε; they call you?	

Verb	Preposition	Place
είμαι I am	απο of/from	Ελλάδα Greece
πάω I go		Αγγλία England
είμαστε we are	σ' to/at	Γερμανία Germany
πάμε we go		τις Ηνωμένες Πολιτείες the United States

Preposition	Question Word	Verb
απο Of/From	που where	πας you go
		είστε you are
		πάτε you all go
		είστε you all are

Give a Simple Overview

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Indirect/Direct Object Pronouns (before verb)

μου/ με	to me/ me
σου/ σε	to you/ you
του/ τον της/ την το/ του	to him/ him to her/ her to it/ it
μας	to us/ us
σας	to you all/ you all
τους	to them/ them

Indirect/Direct Object Pronouns (after verb)

εμένα	(to) me
εσένα	(to) you
αυτόν αυτήν αυτό	(to) him (to) her (to) it
εμάς	(to) us
σεσάς	(to) you all
αυτούς	(to) them

Nouns	
ο Θεός	the God
ο Ιησούς Χριστός	the Jesus Christ
ο υιός	the son
το παιδί	the child
ο ουρανός	the heaven
η δύναμη	the strenght
η πίστη	the faith
η αγάπη	the love
οι γραφές	the scriptures
η προσευχή	the prayer
η οικογένεια	the family
ο προφήτης	the prophet

Verbs (3rd Person)	
ζεί	he lives
μένει	he lives (stay)
αγαπάει	he loves
γνωρίζει	he knows (personally)
καλεί	he calls (extend calling)
έχει	he has
δίνει	he gives

Accusative Prepositions	
σε	in, on, to
για	about, for
απο	from

Application Activity:

At first you want to try to make simple sentences after this pattern.

Make sentences about how God gives us faith, strenght, love etc...

Object Pronouns: In English you say: "I write to you (indirect)" or you say: "I ask you (direct)" In Greek we can use the object pronoun either before or after the verb.

Subject	Verb	Adjective	Pronoun
ο Θεός God	είναι is	ο Επουράνιος Πατέρας Heavenly Father	μου my
ο Ιησούς Χριστός Jesus Christ		ο Σωτήρας Savior	σου your
η προσευχή Prayer		επικοινωνία με τον Θεό communication with God	μας our
το Άγιο Πνεύμα The Holy Ghost		σημαντικ-ός/ή/ό/ές/οί important	
η οικογένεια Families	είναι are	στοργικ-ός/ή/ό/ές/οί loving	
οι γραφές Scriptures		μάρτυρες του Θεού witness(es) of God	
είστε You-all are		παιδ-ί/ιά του Θεού child/children of God	
οι προφήτες Prophets		ειδικά special	

Question Word	Verb	Object
ποιός Who	είναι is	ο Θεός; God?
		ο Τζόζεφ Σμίθ; Joseph Smith?
τι What	είναι is	το Άγιο Πνεύμα; the Holy Ghost?
		η προσευχή prayer?
	είναι are	σημαντικό για σένα important to you?
		οι προφήτες; the prophets?
		οι γραφές the scriptures?

Verb	Linking word	Object	Pronoun	Verb	Object
ΠΙΣΤΕΥΩ I believe	σ'τον/ σ'την/ σ'το in	(ο) Θεός(ς) God	με me	αγαπάει he loves	δύναμη strenght
ΠΙΣΤΕΥΕΙΣ you believe		(η) προσευχή prayer	σε/ σας you/you-all	βοηθάει he helps	πίστη faith
ΠΙΣΤΕΥΟΥΜΕ we believe	ότι that	(το) Βίβλιο του Μόρμον the Book of Mormon	μας us	ευλογεί he blesses	αγάπη love
ΠΙΣΤΕΥΕΤΕ you all believe		(ο) Ιησού(ς) Χριστό(ς)		δίνει he gives	



Offer a Prayer

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
ο πατέρας	<i>the Father</i>
η υγεία	<i>the health</i>
το Άγιο Πνεύμα	<i>the Holy Ghost</i>
η αγάπη	<i>the love</i>
μαζί	<i>together</i>
ο/η συνάδελφος	<i>the companion</i>
το μάθημα	<i>the lesson</i>
ο φίλος	<i>friends</i>
η ειρήνη	<i>the peace</i>
το όνομα	<i>the name</i>
η παραγοριά	<i>the comfort</i>
η ήμερα	<i>the day</i>
η βοήθεια	<i>the help</i>
ο σωτήρας	<i>the Savior</i>
ο κύριος	<i>the Lord</i>

The article η like in η υγεία changes in the accusative to την υγεία.

The article ο like in ο φίλος changes in accusative to τον φίλο.

Verbs	
ζητάω	<i>I ask (request)</i>
ζητάμε	<i>we ask(request)</i>
ευλογείς	<i>you bless</i>
βοηθάς	<i>you help</i>
μπορείς	<i>you can</i>
μπορούμε	<i>we can</i>
φέρνεις	<i>you bring</i>
δίνεις	<i>you give</i>
συγχωρείς	<i>you forgive</i>
καταλάβω	<i>I understand</i>
καταλάβουμε	<i>we understand</i>
ευχαριστώ	<i>I thank</i>
ευχαριστούμε	<i>we thank</i>
μαθαίνω	<i>I learn</i>
μαθαίνουμε	<i>we learn</i>

The article το like in το Άγιο Πνεύμα changes in the accusative to το Άγιο Πνεύμα.

Application Activity:

Additional Practice:

Pray in Greek as much and often as you can. You will see that as much as you stretch yourself in expressing the feelings of your heart in Greek, you will be able to express yourself powerfully with others.

Grammar Tip:

In Greek we address our Heavenly Father in a way you would address a family member or close friend. We do not address him with the polite form of the verb.

As well, always pray specifically for the people you teach, when you are with them. Specific prayers bring specific answers!

1. Address Heavenly Father

Adjective	Name
Αγαπητέ Dear	Επουράνιε Πατέρα Heavenly Father

2. Give Thanks

Subject + Verb	Adjective	Preposition	Object	Pronoun
σ'ευχαριστώ I thank you		για for	την οικογένεια family	μου my
σ'ευχαριστούμε we thank you			τον/την συνάδελφο companion(s)	
είμαι I am	ευγνώμων grateful		το ευαγγέλιο the Gospel	μας our
είμαστε We are	ευγνώμονες grateful		την όμορφη ημέρα the beautiful day	

3. Ask for Blessings

Petition		Object Pro-noun*	Verb	(name)*
<div>σου ζητάω I ask you</div> <div>σου ζητάμε we ask you</div>	να to	με	ευλογήσεις you bless	τον Μάρκο Markos
σε παρακαλώ (I) please		σε		
σε παρακαλούμε (We) please		τον/την		
		μας	βοηθήσεις you help	τον αδελφό _____ Brother _____
		σας		την αδελφή _____ Sister _____
		τους		

*We either use the Pronoun or the name, not both.

Preposition	Object
με with	ειρήνη peace
Prep. + Verb	το χάρισμα γλωσσών the gift of tongues
	το πνεύμα the Spirit
να έχει to (he/she) has	υπομονή patience
Conjunction	Verb Phrase
ώστε εκείν-ος/η/οι so that he/she	έχει/έχουν μια αλλαγή καρδιάς has/have a change of heart
	διαβάζει/ διαβάζουν στο Β1Μ read(s) the Book of Mormon
	θέλει/θέλουν να βαπτιστούν want(s) to be baptized
	προσεύχεται/προσεύχονται pray(s)

4. End Prayer

λέω/λέμε αυτά, στο όνομα του Ιησού Χριστού, αμήν I/we say all that, in the name of Jesus Christ, Amen.

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
η εξιλέωση	<i>the atonement</i>
	<i>the faith</i>
ο υιός	<i>the son</i>
η εκκλησία	<i>the church</i>
η αλήθεια	<i>the repentance</i>
η προσευχή	<i>the prayer</i>
η αμαρτία	<i>the sin</i>
η ευτυχία	<i>the happiness</i>
η βοήθεια	<i>the help</i>

Conjunctions	
ότι / πως	<i>that</i>

Verbs	
ξέρω	<i>I know</i>
πιστεύω	<i>I believe</i>
αισθάνομαι	<i>I feel</i>
ελπίζω	<i>I hope</i>
υπερνικώ	<i>I overcome</i>

Question Words	
πως	<i>how</i>
τι	<i>what</i>
γιατί	<i>why</i>
πότε	<i>when</i>

Application Activity:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the Atonement has helped you in your life.

Additional Practice:

Write down your testimony in simple and small phrases and use the examples to guide you in bearing your testimony.

Grammar Tip:

Subject	Verb	that...	Subject	Verb	Other
Εγώ I	ξέρω know	ότι...	ο Ιησούς Χριστός Jesus Christ	είναι is θα είναι will be ήταν was	ο Σωτήρας the Savior
	καταθέτω μαρτυρία testify		το βιβλίο του Μορμον The Book of Mormon		αληθινό true
Γατί Why	πιστεύεις/ πιστεύετε you/you all believe		το ευαγγέλιο The Gospel		μια ευλογία για μένα/σένα a blessing for me/you
	Πως How		η εξιλέωση The Atonement		αποκαταστημένο restored
Γατί Why	πιστεύεις/ πιστεύετε you/you all believe	ότι...	η προσευχή Prayer	was	σημαντικ-ός/ό/ή στη ζωή μου important in my life
	Πως How		ο Τζόζεφ Σμίθ Joseph Smith		ένας προφήτης του Θεού a prophet of God

Preposition	Object
Δια μέσου Through	της πίστης faith,
Χάρη Because of	της μετάνοιας repentance, του Πνεύματος the Spirit,

----->

Conjugated Verb - can		Verb option 1+2	Verb option 3+4	Object
μπορώ μπορούμε μπορείς μπορείτε μπορεί μπορούνε	να	υπερνικήσω υπερνικήσουμε υπερνικήσεις υπερνικήσετε υπερνικήσει υπερνικήσουν overcome έχω έχουμε έχεις έχετε έχει έχουν have	αισθανθώ αισθανθούμε αισθανθείς αισθανθείτε αισθανθεί αισθανθούν feel επιστρέψω επιστρέψουμε επιστρέψεις επιστρέψετε επιστρέψει επιστρέψουν return	αιώνια ζωή eternal life αμαρτία sin στο Θεό to God ευτυχία happiness

Question
Γατί Why
Πως How

Subject	Object Pronoun	Verb	Object
ο Ιησούς Χριστός Jesus Christ	με μας σε σας τον/την τους	βοηθάει helps	με όλες τις δυσκολίες; with all difficulties?
το Βιβλίο του Μόρμον The Book of Mormon	μου μας σου σας του/της τους	κάνει να ασθανθεί makes feel	χαρά; joy?

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
η απάντηση	<i>answer</i>
η αγάπη	<i>love</i>
το μήνυμα	<i>message</i>
η αλήθεια	<i>truthfulness</i>
το παράδειγμα	<i>example</i>
τα αισθήματα	<i>feelings</i>
η σπουδαιότητα	<i>importance</i>
η πρόθεση	<i>intention</i>

Verbs	
πάω	<i>I go</i>
βαπτίζω	<i>I baptize</i>
λαβαίνω	<i>I receive</i>
βρίσκω	<i>I find</i>
σκεύομαι	<i>I think</i>
μαθαίνω	<i>I learn</i>
ακολουθώ	<i>I follow</i>
καταλαβαίνω	<i>I understand</i>

Adverbs	
κάθε εβδομάδα	<i>weekly</i>
καθημερινά	<i>daily</i>
απόψε	<i>tonight</i>
αυτή την εβδομάδα	<i>this week</i>
ειλικρινά	<i>sincerely</i>
κάθε 'μέρα	<i>each day</i>
πιστά	<i>faithfully</i>

Prepositions	
για	<i>about</i>

Application Activity:

Practice different invitations with your companion. Focus on extending invitations that will help your investigator come closer to Christ and that help prepare them for baptism.

Additional Practice:

Plan out with your companion which invitations you will extend to your investigator during your next visit with them. Then practice these invitations with another companion. Together, practice the commitment

Grammar Tip:

Av...
If...

To promise blessings using an "if, then" statement, use 'av' at the beginning of this box.

Extend an Invitation

Verb (Future Tense)	Preposition	Object
θα προσευχηθ-είς/-είτε Will you (all) pray	με with	πραγματική πρόθεση real intent?
θα διαβάζ-εις/-είτε Will you (all) read		το Βίβλιο του Μόρμον the Book of Mormon?
θα ακολουθ-είς/-είτε Will you (all) follow	για about	το παράδειγμα του Ιησού Χριστού the example of Jesus Christ?
θα πας/ πάτε Will you (all) attend		σ'την εκκλησία church?
θα βαπτιστ-είς/ είτε Will you (all) be baptized		τα αισθήματα του Άγιου Πνεύματος the feelings of the Spirit?

Adverbs

κάθε εβδομάδα;
every week?

ειλικρινά;
sincerely?

καθημερινά;
daily?

απόψε;
tonight?

Promise Blessings

Verb (Future Tense)	Adjective Phrase	Object
θα αισθανθ-είς/-είτε You (all) will feel	την σπουδαιότητα the importance of	του Βίβλιο του Μόρμον the Book of Mormon
θα λάβ-εις/-ετε You (all) will receive		μίας απάντησης an answer from God
θα βρείς/ βρείτε You (all) will find	την αλήθεια the truthfulness of	της αγάπης του Θεού the love of God
θα καταλάβ-εις/-ετε You (all) will understand		του μηνύματος μας our message

Ξέρω know	ότι... that...
υπόσχομαι promise	

Follow-Up

Verb (Past Tense)	Preposition	Object
προσευχ-ήθηκες/-ηθήκατε Did you (all) pray	για about	τον Τζόζεφ Σμίθ Joseph Smith?
διάβασες/ διαβάσατε Did you (all) read		το ΒτΜ the Book of Mormon?
έλαβες/ λάβατε Did you (all) receive		μια απάντηση an answer?
πήγες/ πήγατε Did you (all) attend		σ'την εκκλησία church?

Follow-Up

Question Word	Verb (Past Tense)
Τι What	αισθάν-εσαι/ εστε you (all) feel?
	έμαθες/ μάθατε you (all) learn?
Πως How	σκέυτ-εσαι/ -εστε you (all) think?

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
η γραφή	the scripture
η παράγραφος	the paragraph
το εδάφιο	the vers
το βιβλίο	the book
η σελίδα	the page
το κεφάλαιο	the chapter
η σκέψη	the thought
το παράδειγμα	the example
η ερώτηση	the question
η καρδιά	the heart
η βίβλος	the bible
η καινή διαθήκη	the new testament
η παλιά διαθήκη	the old testament
η άγια γραφή	the holy scripture
διδαχή και διαθήκες	Doctrine & Covenants

Verbs	
να διαβάσετε	you read
να αισθανθείτε	you feel
να σκευτείτε	you think about
να ρωτήσετε	you ask
να ψάξετε	you search
να πείτε	you tell
να συλλογιστείτε	you ponder

Prepositions	
απο...με...	from...to...
μέχρι	until
καθώς	while
γατί	why

Application Activity:

Additional Practice:

Names of Scriptural Books	
ευαγγέλιο κατά Μαθαίον	Gospel according to Matthew
ευαγγέλιο κατά Μάρκον	Gospel according to Mark
ευαγγέλιο κατά Λούκαν	Gospel according to Luke
ευαγγέλιο κατά Ιωάννην	Gospel according to John
Μαλαχίας	Malachi
Πράξεις των Αποστόλων	Acts of the Apostles
Επιστολή του Ιακώβου	Epistle of James

Grammar Tip:

Introduce 'where' to read

Ας διαβάσουμε στο βιβλίο του Μόρμον.

Let's read in the Book of Mormon

After as there is always future tense.

Ας ανίξουμε στη σελίδα....

Let's open to the page....

Background and task during the sharing experience

Στο κεφάλαιο αυτό ο Άλμα διδάσκει τους φτωχούς ανθρώπους για το πως να μεγαλώσουμε στη πίστη

In the chapter this Alma teaches the poor people about how to grow in faith!

Καθώς διαβάσουμε το εδάφιο αυτο, ας σκεφτούμε την ερώτηση, πως να έχουμε πιστη εμείς.

While we read the verse this , lets think about the question, how we have faith.

Στη Βίβλο, στη Καινή διαθήκη, στο ευαγγέλιο κατα Ιωάννην, στο κεφάλαιο 8, να ψάξετε για το λόγο του Θεού.

In the Bible, in the New Testament, in the Gospel of John, in chapter 8, you search (polite) for the word of God

Follow up and Application

Τι έχετε μάθει απο το παράδειγμα του Νεφί.

What have you learned from the example of Nephi.

Να συλλογιστείτε την επιρροή του Άγίου Πνεύματος στη ζωή του Νεφί και στη δική σας ζωή.

Ponder about the influence of the Holy Ghost in the life of Nephi and our own life.

Vocabulary:

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
η αλήθεια	the truth
η ερώτηση	the question
το δάσος	the woods
το πρωί	the morning
η ερώτηση	the question
το αγόρι	the boy
η αμερική	the America
η πόλη	the town/ city
η εμπειρία	the experience

Verbs (Past Tense)	
έμενε	he lived/stayed
λεγότανε	he was called
υπήρχανε	they existed
ήξερε	he knew
διάβασε	he read
πήγε	he went
γονάτισε	he knelt
είχε	he had
είδε	he saw

Adjectives	
όμορφος; η; ο	beautiful
διαφορετικός; η; ο	different
πολλοί; ές; ά	many
αληθινός; ή; ό	true
κοντά	close
οραίος; α; ο	wonderful

Dates	
χίλια οκτακόσια είκοσι	1820

Application Activity:

Practice sharing Joseph Smith's experience with the first vision. Use your own words to give background information. As you recite the first vision, use the exact words from Joseph Smith.

Additional Practice:

Grammar Tip:

Στο χρόνο 1820 στην Αμερική έμενε ένα αγόρι δέκα τεσσάρων χρονών, που λεγότανε Τζόζεφ Σμίθ.

In the year 1820 in America, lived a boy of fourteen years, who was called Joseph Smith

Στις 'μέρες του υπήρχανε πολλές διαφορετικές εκκλησίες στη πόλη του.

In the days his existed many different churches in the town his.

Ο Τζόζεφ δεν ήξερε ποιά εκκλησία ήτανε η σωστή.

Joseph not knew which church was the right (one).

Διάβασε στη επιστολή του Ιακώβου πως έπρεπε να ζητάει από τον Θεό την αλήθεια.

He read in the epistle of James how he should ask from God the truth.

Ένα όμορφο πρωί στην άνοιξη 1820, πήγε σε ένα δάσος κοντά στο σπίτι του να προσευχηθεί στο Θεό.

One beautiful morning in the spring 1820, he went to the woods, close to home his, to pray to God.

Όταν γονάτισε και ρώτησε τον Θεό στη προσευχή, είχε μια αληθινή και ωραία εμπειρία.

When he knelt and asked God in prayer, he had a true and wonderful experience.

Ξέρω ότι ο Τζόζεφ Σμίθ είδε τον πατέρα και τον υιό του. Είναι δύο διαφορετικά άτομα!

I know that Joseph Smith saw the father and the son his. They are two different personages!

To Be Verb and Possessive

Ναί

Yes

Όχι

no

δεν

negates verb

Ποι(ός) (οί)

Who sing. plural

Είναι He is		ο	συνάδελφος companion	μου. my.
είμαι (I)am	είμαστε (we)are	ο/οι	ιεραπόστολ(ος) (οι) missionary	μου my
είσαι (you)are	είστε/είσαστε (you all)are		φίλ(ος) friend	σου your
είναι (he/she/it) is	είναι (they)are		αντιπρόσωπ(ος) representative	του his
			συνάδελφ(ος) companion	της her
			έλντερ (-) elder	του it
			προφήτ(ης) (ες) prophet	
		η/οι	αδελφ(ή) (ες) sister	
		το	Βιβλίο του Μόρμον the Book of Mormon	

Ποιοί είσαστε;

Who are you?

Είμαστε ιεραπόστολοι.

We are missionaries.

Αυτό είναι το Βιβλίο του Μόρμον σου;

Is it your Book of Mormon?

Όχι, είναι το Βιβλίο του Μόρμον του.

No, it is his Book of Mormon.

Ναι, είναι το Βιβλίο του Μόρμον μου.

Yes, it is my Book of Mormon.

Scenario

You and your companion are contacting in a park in Kiffisia Athens, you meet an elderly couple there and despite your fears you find yourself walking up to them to introduce yourselves!

1. Practice: Form groups of two companionships each. One companionship role-plays the elderly couple, the other companionship role-play missionaries. One missionary will introduce himself and his companion to the elderly couple. Repeat but have the other companion do the introductions.

2. Re-practice: Switch roles and repeat the practice activity.

Example:

Investigator: Ποιοί είσαστε;

Missionary: Είμαστε ιεραπόστολοι

Additional Scenario(s)

While contacting on the street in Thessaloniki a young man asks you some questions about what you believe in God. Help him to understand about the Godhead by explaining who God, Jesus, and the Holy Ghost are.

Active Present Tense Verbs

Ναι
yes
Όχι
No
Πως
How
Γιατί
Why
Τί
What
Που
Where

Πιστεύετε
Do you believe

σ'
in

τον Ιησού Χριστό.
Jesus Christ.

κάνω
do/make
ξέρω
know
έχω
have
πιστεύω
believe

+

1st Conjugation Endings

-ω	-ουμε
-εις	-ετε
-ει	-ουν(ε)

για
about
με
with

σ'
in, at, to, on

τον Ιησού Χριστό
Jesus Christ
τον Θεό
God

την εκκλησία
church
την προσευχή
prayer

την αλήθεια
truth

το ευαγγέλιο
the gospel

το Βιβλίο του Μόρμον
the Book of Mormon

αγαπάω
love
Πάω
go
μιλάω
speak

+

2nd Conjugation Endings

-άω	-άμε
-άς	-άτε
-άει/ά	-άν(ε)

3rd Conjugation Endings

ακολουθώ
follow

+

-ώ	-ούμε
-είς	-είτε
-εί	-ούν(ε)

Τι ξέρετε για τον Ιησού Χριστό;
What do you know about Jesus Christ?
Δεν πιστεύω στον Χριστό.
I don't believe in Christ.

Πάτε στην εκκλησία;
Do you go to church?
Ναι, πάω στην εκκλησία.
Yes, I go to church.

Scenario

You and your companion are traveling on a bus when an elderly Greek man asks you where you are from and why you came here to Greece. Get to know this man's beliefs and help him to understand your purpose in coming to Greece.

1. Practice: In pairs, one missionary will take the role of the elderly Greek man, he will ask questions about who the missionary on the bus is and why he came to Greece. The other missionary will get to know the Greek man and his beliefs.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: τι κάνετε στην Ελλάδα?

Missionary: Μιλάμε με τους ανθρώπους εδώ!

Conceptual Practice: Nominative, Accusative and Genitive Cases

INSTRUCTIONS:

Identify the cases contained in each sentence. The Nominative case is the subject of the sentence, the one doing the action. The Accusative case is the object of the sentence, the one receiving the action. The Genitive case shows ownership and is usually identified by the English word “of”.

1. We are God's Children.
2. God loves us.
3. God calls prophets.
4. The prophets teach the gospel of Jesus Christ.
5. The people rejected the teachings of the prophets.
6. The people killed the prophets of God.
7. God called new prophets.
8. God gave the priesthood to them.
9. The priesthood is the power of God.
10. Apostasy means that the people reject the prophets.
11. Christ was the Son of God.
12. While living, the Apostles foretold the Great Apostasy.
13. People tried to reestablish the church.
14. Without the power of God they could not do this.
15. Joseph sought for truth.
16. God and Jesus Christ appeared to Joseph Smith.
17. They called Joseph Smith to be a new Prophet.
18. God restored the fullness of the gospel through Joseph Smith.
19. Heavenly messengers restored the priesthood.
20. The church of Christ was again organized.
21. A living prophet directs God's church today.
22. God sent Christ to save us.
23. Christ restored and taught the gospel.
24. He performed many miracles.
25. He called apostles and gave them authority.
26. They could preach the gospel and baptize the people.
27. Christ established his Church.
28. The people crucified Christ.
29. The people killed the apostles.
30. The people changed the doctrine of the church.
31. People could not receive revelation without the priesthood.
32. Joseph Smith translated the Book of Mormon.
33. The Book of Mormon proves that God inspires prophets in our days.
34. The Book of Mormon contains the fullness of the gospel of Jesus Christ.
35. You can pray to God.
36. You can ask him if the book is true..
37. He will answer you.
38. He will send you the Holy Ghost.
39. The Holy Ghost will teach you through your thoughts and feelings.

Nominative and Accusative Cases

	Ο <i>The</i>	Θεός <i>God</i>		κάλεσε <i>called</i>		τους <i>the</i>	προφήτες. <i>prophets.</i>	
Ναι <i>yes</i>	Ο/Οι <i>sing./pl.</i>	Θε(ός) <i>God</i>	(οι)	καλεί <i>he/she/it calls</i>	<div> από <i>from, by</i> σ' <i>to, in, on, at</i> με <i>with</i> για <i>about</i> </div>	τον/τους <i>sing./pl.</i>	Θε(ό) <i>God</i>	(ους)
Όχι <i>No</i>		άνθρωπ(ος) <i>person</i>		μιλάει <i>he/she/it speaks</i>			άνθρωπ(ο) <i>person</i>	
Πως <i>how</i>		Χριστ(ός) <i>Christ</i>		κάλεσε <i>he/she/it called</i>			Χριστ(ό) <i>Christ</i>	
Γιατί <i>why</i>		Τζόζεφ Σμίθ <i>Joseph Smith</i>	—	δίδαξε <i>he/she/it taught</i>			Τζόζεφ Σμίθ <i>Joseph Smith</i>	—
		προφήτ(ης) <i>Prophet</i>	(ες)	δέν <i>not</i>			προφήτ(η) <i>prophet</i>	(ες)
				απόρριψαν <i>they rejected</i>				
	η /οι <i>sing./pl.</i>	εκκλησί(α) <i>church</i>	(ες)	σκότωσαν <i>they killed</i>		την/τις <i>sing./pl.</i>	εκκλησί(α) <i>church</i>	(ες)
				διάβασε <i>he/she/it read</i>			γραφ(ή) <i>scripture</i>	
	το /τα <i>sing./pl.</i>	ευαγγέλι(ο) <i>gospel</i>	(α)	προσευχήθηκε <i>he/she/it pray</i>		το/τα <i>sing./ pl.</i>	ευαγγέλι(ο) <i>gospel</i>	(α)
		πνεύμ(α) <i></i>	(ατα)	μετάφρασε <i>he/she/it translated</i>			Βιβλί(ο) του Μόρμον <i>Book of Mormon</i>	

REMEMBER TO MATCH THE PLURAL NOUN ENDINGS WITH THE PLURAL VERB ENDINGS.

Οι άνθρωποι απόρριψαν το ευαγγέλιο;

The people rejected the gospel?

Ναί, οι άνθρωποι απόρριψαν το ευαγγέλιο.

Yes, the people rejected the gospel.

See White Grammar Book pg. 50-59. TALL book pg. 1-13. The letters in bold form the singular, the letters in italics form the plural.

Scenario

You have just arrived in Greece and with your companion you are street contacting on εμπού! You get a little bit nervous as you approach an elderly gentleman. He listens patiently as you try to explain to him the message of the restoration. Use the board display to teach as much of the restoration as possible.

1. Practice: As companionships, use the board display and teach the message of the restoration. Switch every sentence and try to build off what your companion has taught.

2. Re-practice: Teach your teacher the message of the restoration using the board display. Listen carefully to any question he might have about what you teach. You will be surprised with how much you can understand!

Example:

Missionary: Ο Τζόζεφ Σμιθ δίδαξε το ευαγγέλιο.

Investigator: Ο Τζόζεφ Σμιθ ήταν προφήτης;

Additional Scenario(s)

You are contacting with your companion and he is doing most of the teaching. He suddenly turns to you and says “teach about Joseph Smith’s story.” Use the board display to teach as much as you can about Joseph Smith and his search for the truth.

Genitive Case

	Ο <i>The</i>	Επουράνιος Πατέρας <i>Heavenly Father</i>		είναι <i>is</i>	ο πατέρας <i>the father</i>	των <i>of the</i>	πνευμάτων μας <i>spirits ours.</i>	
Ναί <i>Yes</i>	ο / οι <i>sing./ pl.</i>	Θεός <i>God</i>	(οι)	είναι <i>he/she/it is</i>	ο λόγος <i>the word</i>	του/των <i>sing./ pl.</i>	Θε(ού) <i>God</i>	(ών)
Όχι <i>No</i>		Επουράνιος Πατέρας <i>Heavenly Father</i>		ήταν <i>he/she/it was</i>	ο Σωτήρας <i>the Savior</i>		Χριστ(ού) <i>Christ</i>	
Ποιός <i>Who</i>		Ιησούς Χριστός <i>Jesus Christ</i>		διδάσκει <i>he/she/it teaches</i>	ο δημιουργός <i>the creator</i>		Τζόσεφ Σμίθ <i>Joseph Smith</i>	–
		Τζόζεφ Σμίθ <i>Joseph Smith</i>		αποκατάστησε <i>he/she/it restored</i>	ένας Προφήτης <i>a prophet</i>		κόσμ(ου) <i>world</i>	(ων)
				οδηγεί <i>he/she/it leads</i>	ο πατέρας <i>the father</i>	της/των <i>sing./ pl.</i>	εκκλησί(ας) <i>church</i>	(ων)
	η / οι <i>sing./ pl.</i>	εκκλησί(α) <i>church</i>	(ες)	μετάφρασε <i>he/she/it translated</i>	οι διδασκαλίες <i>the teachings</i>		γής <i>earth</i>	
					ο γιός <i>son</i>		Θεϊκής Κεφαλής <i>Godhead</i>	
	το / τα <i>sing./ pl.</i>	Άγιο Πνεύ(μα) <i>Holy Ghost</i>	(ματα)		ένα μέλος <i>a member</i>			
		Ευαγγέλι(ο) <i>gospel</i>	(α)		το βιβλίο <i>book</i>	του/των <i>sing./ pl.</i>	πνεύ(ματος) μας <i>our spirit</i>	(μάτων)
					την εκκλησία <i>the church</i>		Μόρμον <i>Mormon</i>	–

Ο Ιησούς Χριστός είναι ο Σωτήρας του κόσμου;
Jesus Christ is the Savior of the World?

Α. Ναί, ο Ιησούς Χριστός είναι ο Σωτήρας του κόσμου.
Yes, Jesus Christ is the Savior of the world.

Το Άγιο Πνεύμα δεν είναι ένα μέλος της Θεϊκής Κεφαλής;
The Holy Ghost isn't a member of the Godhead?

Όχι, το Άγιο Πνεύμα είναι ένα μέλος της Θεϊκής Κεφαλής.
No, the Holy Ghost is a member of the Godhead.

Scenario

Your investigator Σωτήρης asks if you believe in the αγία τριάδα. He seems a bit confused what exactly we believe about God and Christ and the Holy Ghost if we don't believe in the holy trinity. Help Σωτήρης understand the relationship of the God head.

1. Practice: In pairs, one missionary will take the role of the investigator and ask questions about the Godhead. The other missionary will use the board display to help teach about the relationships in the Godhead.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: ο θεός, ο Χριστός και το Άγιο Πνεύμα δεν είναι ο θεός;

Missionary: ο θεός είναι ο πατέρας του Χριστού.

Additional Scenario(s)

You already taught Σωτήρης the restoration but he didn't really understand Joseph Smith's role. Help him to see what Joseph Smith did to help Heavenly Father restore His gospel.

Active Simple Past

	Οι άνθρωποι <i>The people</i>	απόρριψαν <i>rejected</i>			τους προφήτες <i>the prophets</i>							
Ναι <i>yes</i> Όχι <i>No</i> Πως <i>how</i> γιατί <i>why</i>	Ο θεός <i>God</i>	διαβάζω <i>read</i>	ν,ζ → σ	Past Endings	για <i>for, about</i>	τον Θεό <i>God</i>						
	Ο Χριστός <i>Christ</i>	διδάσκω <i>taught</i>	χ,κ → ξ	<table><tr><td>-α</td><td>-αμε</td></tr><tr><td>-ες</td><td>-ατε</td></tr><tr><td>-ε</td><td>-αν(ε)</td></tr></table>	-α	-αμε	-ες	-ατε	-ε	-αν(ε)	από <i>from</i>	τον Χριστό <i>Christ</i>
	-α	-αμε										
	-ες	-ατε										
	-ε	-αν(ε)										
	Ο Τζόζεφ Σμίθ <i>Joseph Smith</i>	(έ)-ψάχνω <i>searched</i>			με <i>with</i>	τον Τζόζεφ Σμίθ <i>Joseph Smith</i>						
	Οι προφήτες <i>The prophets</i>				σ' <i>to, in, on, at</i>	τους προφήτες <i>the prophets</i>						
	Οι άνθρωποι <i>The people</i>	(έ)-γράφω <i>wrote</i>	πτ,φ → ψ	+		την βίβλο <i>the Bible</i>						
		απορρίπτω <i>reject</i>				την αλήθεια <i>the truth</i>						
	πίστεύω <i>believed</i>	ευ→ εψ			τις γραφές <i>the scriptures</i>							
					το ευαγγέλιο <i>the gospel</i>							
		μιλάω <i>spoke</i>	→ ησ			το Βιβλίο του Μόρμον <i>Book of Mormon</i>						
		καλώ <i>called</i>	→ εσ									

Ο Τζόζεφ Σμίθ δίδαξε για τον Χριστό;
Joseph Smith taught about Christ?
Ναι, ο Τζόζεφ Σμίθ δίδαξε για τον Χριστό.
Yes, Joseph Smith taught about Jesus Christ.

Ο Θεός κάλεσε τον Τζόζεφ Σμίθ;
Did God call Joseph Smith?
Ναι, Ο Θεός κάλεσε τον Τζόζεφ Σμίθ.
Yes, God Called Joseph Smith.

The accent for the past is always on the third syllable from the end. Add an έ to the front of the word if there are only two syllables

Scenario

You and your companion are ordering divine gyros from Σουβλάκι Κιφισσίας when the restaurant worker asks you what the difference is between the Orthodox Church and the LDS Church. Answer the man's question by briefly teaching about the apostasy and restoration of the gospel.

1. Practice: In pairs, one missionary will take the role of the master gyro assembler named Γιώργος. The other missionary will briefly touch on the apostasy and restoration by using the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Τι διαφορά έχει η εκκλησία σας με την ορθόδοξη εκκλησία;

Missionary: Ο Θεός κάλεσε προφήτες και έχουμε έναν προφήτη σήμερα.

Additional Scenario(s)

As senior companion you are calling your district leader to report on how your day went. Your district leader asks what you taught your investigator Γιάννης and how he reacted to what was taught.

Active Simple Future

Θα ψάξετε	για	μία απάντηση	από	τον Θεό;
Will you search	for	an answer	from	God?

Ναι yes	Θα	*λαβ-(λαβαίνω)	Root changes	Endings	μία απάντηση	σ'	ζωή
	Will	receive			an answer	to, in, on, at	life
Όχι No		διαβάζ-(διαβάζω)	ζ,ν --> σ		χαρά	με	το πρόβλημα
		read			Joy	with	the problem
Αν If		ψάχ-(ψάχνω)	ζ,χ,γ --> ξ	+	ειρήνη	για	μια λύση
		searched			peace	for/about	a solution
		γράφ-(γράφω)	φ --> ψ		τις γραφές	κάθε	μέρα
		wrote			the scriptures	every	day
		πιστεύ- (πιστεύω)	ευ --> εψ		το Βιβλίο του Μόρμον	από	μια ώρα
		believe			the Book of Mormon	from	one hour
			2nd and 3rd conjugation-		τον Θεό		όλη την καρδιά σας
		μελετ- (μελετάω)	+ ής		God		with all your heart
		study			τις εντολές		
		τηρ- (τηρώ)		+	the commandments		
		keep					
		καλ- (καλώ)	(+ ές, άς)				
		call					

Θα ψάξετε τις γραφές για μια λύση;
Will you search the scriptures for a solution?
Ναι, θα τις διαβάσω.
Yes I will read them.

See White Grammar Book pg. 32-33. TALL book pg. 76-77. *These words have irregular root changes and have already been applied for you; so skip the root change step and add the appropriate ending. For first conjugation the accent is placed just before the root change. For 2nd and 3rd the accent goes on the root change that you added on.

Scenario

Your investigator John hasn't been reading the Book of Mormon. Recommit him to read the Book of Mormon. Help him to understand what blessings will come from doing so.

1. Practice: In pairs, one missionary will take the role of John. He will ask questions about why he should read the Book of Mormon. The other missionary will give a direct and specific commitment, and explain how that commitment will help the investigator.

2. Re-practice: Switch roles and repeat the practice activity, try and use a different commitment!

Example:

Investigator: Γιατί να διαβάσω το βιβλίο του Μόρμον;

Missionary: Αν θα διαβάσεις το βιβλίο του Μόρμον, θα λάβετε χαρά και ειρήνη.

Additional Scenario(s)

Μιχάλης Χατζηγιάννης is a new member of the church and has relapsed into his old smoking habits. Explain the benefits of keeping the word of wisdom and recommit Michael to live this commandment.

Adjectives

	<u>Οι</u> <i>The</i>	δίκαιοι <i>righteous</i>	άνθρωποι <i>people</i>	πηγαίνουν <i>go</i>	στον <i>to the</i>	σελέστιο <i>celestial</i>	βασιλείο. <i>Kingdom.</i>
Πώς <i>How</i>	Ο/Οι <i>sing/pl</i>	άπειρ(ος) <i>infinite</i>	Θε(ός) <i>God</i>	έζησε <i>he lived</i>	τον/τους <i>sing/pl</i>	καλ(ός) <i>good</i>	Χριστ(ό) <i>Christ</i>
Ποιός <i>Who</i>		καλ(ός) <i>good</i>	Χριστ(ός) <i>Christ</i>	δημιούργησε <i>he created</i>		αληθιν(ός) <i>true</i>	ανθρωπ(ο/ους) <i>people</i>
Τι <i>What</i>		αληθιν(ός) <i>true</i>	Πατέρ(ας/ες) <i>Father</i>	φέρει <i>he/she/it brings</i>		κακ(ός) <i>bad/evil</i>	προφήτ(η/ες) <i>prophets</i>
		κακ(ός) <i>bad/evil</i>	Nom. Sing. Pl. -ος -οι -η/-α* -ες	άνθρωπ(ος/οι) <i>person</i>	έκανε <i>he/she/it made</i>	Acc. Sing. Pl. -ο -ους -η/-α* -ες	κόσμ(ο/ους) <i>world</i>
	H/Οι <i>sing/pl</i>	αιώνι(ος)* <i>eternal</i>	οικογένει(α/ες) <i>family</i>	ζούν <i>they live</i>	την/τις <i>sing/pl</i>	αιώνι(ος)* <i>eternal</i>	οικογένει(α/ες) <i>family</i>
		τέλει(ος)* <i>perfect</i>	δόξ(α/ες) <i>glory</i>	πηγαίνουν <i>they go</i>		τέλει(ος)* <i>perfect</i>	δόξ(α/ες) <i>glory</i>
		δίκαι(ος)* <i>righteous</i>	εξιλέωσ(η) <i>Atonement</i>			σελέστι(ος)* <i>celestial</i>	ζω(ή/ές) <i>life</i>
	To/Τα <i>sing/pl</i>	σελέστι(ος)* <i>celestial</i>	βασίλει(ο/α) <i>kingdom</i>		το/τα <i>sing/pl</i>	τερρέστρι(ος)* <i>terrestrial</i>	βασίλει(ο/α) <i>kingdom</i>
		τερρέστρι(ος)* <i>terrestrial</i>	σχέδι(ο) <i>plan</i>			τελέστι(ος)* <i>telestial</i>	σχέδι(ο) <i>plan</i>

Ο τέλειος Χριστός έκανε την άπειρη εξιλέωση;

The perfect Christ made the infinite atonement?

Ναι, ο τέλειος Χριστός έκανε την άπειρη εξιλέωση.

Yes, the perfect Christ made the infinite atonement.

Scenario

Ελένη is an Investigator who has a hard time believing that Christ was more than just a normal man. Teach about Christ's role in the plan of salvation and explain how his divine attributes allowed him to fulfill this role.

1. Practice: In companionships one missionary will role play the investigator and ask questions about Christ, his purpose, and his characteristics. The second missionary answers by using the board display.

2. Re-practice: Switch roles and repeat the practice activity.

Example:

Investigator: Πιστεύω Ο Χριστός ήταν άνθρωπος, όχι θεός.

Missionary: Ο Χριστός ήταν άνθρωπος και θεός. Ήταν τέλειος.

Additional Scenario(s)

While teaching an individual about the Plan of Salvation he remarks how he doesn't believe that God would have such a drastic, fine –lined distinction between heaven and hell. Teach about the kingdoms of glory using the board display. Look up additional adjectives as necessary.



INSTRUCTIONS:

Identify whether the following objects are direct or indirect objects. Direct objects are the direct recipients of the verb. For example, Joseph Smith saw Him. Indirect objects indirectly receive the action of the verb and can always have a preposition placed before the object. For example, we spoke to them. Identify whether the following objects are direct or indirect.

1. We taught The Restoration to him.
2. God spoke to him.
3. God rebuked him.
4. The people rejected Joseph Smith.
5. They persecuted him.
6. They laughed at him.
7. God answered me.
8. God whispered to me.
9. Have you ever spoke to him?
10. The Holy Ghost cleans us.
11. The Holy Ghost testifies to us.
12. The Holy Ghost warns us of danger.
13. I read it.
14. I read it to them.
15. Did he pray to God?
16. Did God answer him?
17. In heaven we will see our families.
18. We will live with them.
19. We will share our experiences with them.
20. We shared the Plan of Salvation with him.
21. I told you.
22. The missionaries preach the gospel to the world.
23. The missionaries shared their testimonies with him.
24. The Holy Ghost gives a testimony to us.
The Holy Ghost gives us a witness.
25. God gave us prophets.
26. God gave us his son Jesus Christ.
27. God gave his son Jesus Christ to us.
28. Did he hurt you?
29. Did you speak with her on Sunday?
30. She ignored me.
31. Joseph Smith translated it.
32. Joseph Smith gave it to them.
33. The missionaries corrected him.
34. The missionaries committed them.
35. The missionaries asked them when they could meet.
36. The missionaries introduced themselves to them.
37. Do the missionaries understand this?
38. Did we teach it to them clearly?
39. Their answers will tell us.
40. The gospel blessed him a lot in his life.

Direct Object Pronouns

		Συναντήσαμε <i>We met</i>	αυτόν <i>him</i>	στο μετρό. <i>at the metro.</i>		
με <i>me</i>	μας <i>us</i>	Συναντήσαμε <i>we met</i>	εμένα <i>me</i>	εμάς <i>us</i>	στο μετρό <i>in/at the metro</i>	ένα μήνα πριν <i>one month ago</i>
σε <i>you</i>	σας <i>you</i>	είδαμε <i>we saw</i>	εσένα <i>you</i>	εσάς <i>you</i>	στο δρόμο <i>in the road/street</i>	την άλλη εβδομάδα <i>the previous/other week</i>
τον <i>him</i>	τους <i>them</i>	διδάξαμε <i>we taught</i>	αυτόν <i>him</i>	αυτούς (m) <i>them</i>	την αποκατάσταση <i>the restoration</i>	την Κυριακή <i>Sunday</i>
την <i>her</i>	τις <i>them</i>	δώσαμε <i>we gave</i>	αυτήν <i>her</i>	αυτές (f) <i>them</i>	το σχέδιο σωτηρίας <i>the plan of salvation</i>	χθες <i>yesterday</i>
το <i>it</i>	τα <i>those</i>	βοηθήσαμε <i>we helped</i>	αυτόν <i>it</i>	αυτά <i>those</i>	μια ευλογία <i>a blessing</i>	
Option 1		βαφτίσαμε <i>we baptized</i>	Option 2			

?

You can use either one of the two options. Do not use both of them!

Που συναντήσατε τον Ιάνη;
Where did you meet John?
Συναντήσαμε αυτόν στο δρόμο.
We met him on the road.

Ενδιαφέρεται να μάθει για το ευαγγέλιο;
Is he interested in learning about the gospel?
Ναι! Τον βαφτίσαμε χθες!
Yes!!! We baptized him yesterday!

Scenario

It is 9:30 at night and it is time to call your district leader! Explain to the district leader how you met your new investigator Iannis. Also explain what was taught when you met him.

1. Practice: In pairs, one missionary will take the role of the missionary giving the report. The other elder will take the roll of the district leader and ask questions.

2. Re-practice: Switch roles and repeat the practice activity.

Example:

District Leader: και τι διδάξατε αυτον;

Missionary: του διδάξαμε την αποκατάσταση.

Additional Scenario(s)

You are teaching a recent convert the section about service in chapter 5 of PMG. Share with the investigator an example of when you have offered service and the blessings that resulted from it.

Indirect Object Pronouns

	Το Άγιο Πνεύμα <i>The Holy Ghost</i>		μιλάει <i>he speaks</i>		σ'εμάς <i>to us</i>	μέσω αισθημάτων. <i>through feelings.</i>	
Ναι <i>yes</i> Όχι <i>No</i> Πως <i>how</i> Γιατί <i>why</i>	μου <i>me</i>	μας <i>us</i>	μιλάει <i>speaks</i>	<i>Preposition</i> σ' +	εμένα <i>me</i>	εμάς <i>us</i>	ήσυχα <i>quietly</i>
	σου <i>you</i>	σας <i>you</i>	δίνει <i>gives</i>		εσένα <i>you</i>	εσάς <i>you</i>	μέσω αισθημάτων <i>through feelings</i>
	του <i>him</i>	τους <i>them</i>	αποκαλύπτει <i>reveals</i>		αυτόν <i>him</i>	αυτούς <i>them</i>	στην καρδιά <i>in the heart</i>
	της <i>her</i>		δείχνει <i>shows</i>		αυτήν <i>her</i>	αυτές <i>them</i>	το σωστό <i>the right</i>
	του <i>it</i>				αυτό <i>it</i>	αυτά <i>them</i>	την αλήθεια <i>the truth</i>
	Option 1				Option 2		μαρτυρία <i>testimony/witness</i>

?

You can use either one of the two options. Do not use both options at ones!

Πως να ξέρω αν το Άγιο Πνεύμα μιλάει σε εμένα;
How do I know if the Holy Ghost is speaking to me?
Το Άγιο Πνεύμα μιλάει ήσυχα στην καρδιά.
The Holy Ghost speaks quietly to the heart.

Γιατί το Άγιο Πνεύμα είναι σημαντικό;
Why is the Holy Spirit important?
Το Άγιο Πνεύμα θα σας δώσει μαρτυρία για τον Χριστό.
The Holy Spirit will give you witness of Christ.

Scenario

You are following up on the commitment you gave to Σπήρος Δημητρόπουλος to pray. He did pray but wasn't sure if God answered his prayer. Use the board display to help Σπήρος understand how the Holy Ghost communicates with us and how we may feel as he does.

1. Practice: In pairs, one missionary will role play the investigator. Come up with some questions that the investigator might have like “how do I know if the spirit is talking to me?” Try to add some spice to your sentences by alternating between the before and after patterns on the board display.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: πως να ξέρω αν το Πνεύμα μιλάει σε εμένα;

Missionary: το Πνεύμα μας μιλάει στη καρδιά, μας μιλάει ήσυχα.

Additional Scenario(s)

Help Σπήρος Δημητρόπουλος understand what you taught, but he has a hard time relating to it since he has never experienced or recognized the Holy Spirit communicating with him in his life. Help him to have the faith to try communicating with God by sharing an experience you have had where you have felt the Holy Ghost speak to you personally.

Dates and Time

	Πότε <i>When</i>	να ξανασυναντηθούμε; <i>should we meet again?</i>	αύριο <i>tomorrow</i>	το απόγευμα <i>in the afternoon</i>	στις τρείς; <i>at 3?</i>
Ναί Yes Όχι No	Μπορούμε <i>Can we</i>	να (ξανα)συναντηθούμε <i>(again) meet</i>	αύριο <i>tomorrow</i>	το πρωί <i>The morning</i>	στη μια <i>at 1</i>
	Πότε <i>When</i>	να (ξανα)περάσουμε <i>(again) we pass by</i>	σήμερα <i>today</i>	το απόγευμα <i>the afternoon</i>	στις δυο <i>at 2</i>
	σας βολεύει <i>It suit you</i>	να (ξανα)βρεθούμε <i>(again) we be found</i>	την Κυριακή <i>sunday</i>	το βράδυ <i>the evening</i>	στις τρεις <i>at 3</i>
	με βολεύει <i>it suits me</i>		την Δευτέρα <i>monday</i>		στις τρεισήμιση <i>at 3:30</i>
			την Τρίτη <i>tuesday</i>		στις δέκα παρά τέταρτο <i>at 9:45</i>
			την Τετάρτη <i>wednesday</i>		στις δέκα και τέταρτο <i>at 10:15</i>
			την Πέμπτη <i>thursday</i>		στις δέκα και πέντε <i>at 10:05</i>
			την Παρασκευή <i>friday</i>		στις ένδεκα παρά πέντε <i>10:55</i>
			το Σάββατο <i>saturday</i>		

Πότε να βρεθούμε;

When should we be found? (When should we meet up together?)

Μπορούμε να βρεθούμε αύριο το βράδυ στις έξι;

Can we be found tomorrow in the evening at 6?

Scenario

You and your companion are going through your new area book and contacting potential investigators. Set up an appointment with the potential investigator using the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a potential investigator named Μάρκος who met the missionaries outside the metro station. The other missionary will get to know Markos and set an appointment to teach him.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Πότε να βρεθούμε;

Missionary: Μπορούμε να βρεθούμε στις δέκα;

Additional Scenario(s)

You and your companion are having your nightly planning session. Discuss what activities you have planned and when would be the best time to do those activities.

Except for 1:00, Greeks use accusative plural when telling time. The feminine numbers are also used for 1,3, and 4.

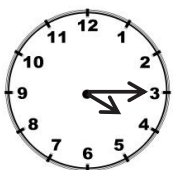
On the hour:

- σε + τις + hour = στις τρείς at three
- 1:00 = στη μια at one



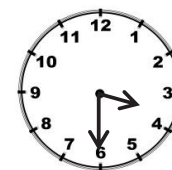
The first half of the hour:

- Say the hour and the minutes.
- στις τέσσερις και πέντε at 4 and 5 = 4:05
- στις τέσσερις και τέταρτο at 4 and quarter = 4:15



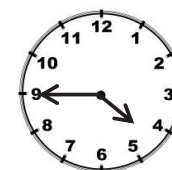
The half hour:

- Add μισι (half) after vowel δυόμισι (note accent change)
- Add ήμισι after consonant - τρεισήμισι - 3:30



The last half of the hour:

- To say a certain of minutes to the hour say 'παρά' and then the number of minutes to the hour
- στις πέντε παρά τέταρτο 4:45
- στις πέντε παρά πέντε 4:55



Practice saying each of the times in Greek

- | | | |
|---------|---------|---------|
| • 1:10 | • 3:05 | • 7:20 |
| • 2:30 | • 9:30 | • 5:30 |
| • 8:50 | • 11:35 | • 4:00 |
| • 12:00 | • 2:15 | • 7:45 |
| • 12:30 | • 6:00 | • 10:10 |
| • 12:55 | • 1:30 | • 6:15 |
| • 6:30 | • 5:55 | • 2:20 |

Να βρεθούμε (can) we meet	στις at	τρεις three	αύριο; tomorrow
Έχω / Έχετε I have / You have		ένα/ μια one	Απόψε Tonight
Θέλω / Θέλετε I want	στην/στις at	δύο two	αύριο tomorrow
Να Βρεθούμε (can) we meet		τρια/ τρείς three	αδελφό (ούς) brother(s)
Χρειάζομαι I need		τέσσερα/τέσσερις four	αδελφή (ές) sister(s)
		πέντε five	γραβάτα (ες) tie(s)
		έξι six	πουκάμισο (α) shirt(s)
		επτά seven	παιδιά children
		οχτώ eight	
		εννιά nine	
		δέκα ten	

?

Έχετε πέντε αδελφούς;
Do you have 5 brothers?
Όχι, έχω τρεις αδελφούς.
No I have three brothers.

Θέλετε έξι γραβάτες;
You want six ties?
Ναί, θέλω έξι γραβάτες.
Yes, I want six ties.

Scenario

You are visiting a member referral. Get to know the investigator by asking about his family. How many children does he have? How many brothers or sisters? Share with the investigator how many brothers or sisters you have.

1. Practice: In pairs, one missionary will take the role of the investigator. Ask each other questions about each other's families so that you might get to know each other better.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Πόσα παιδιά έχετε;

Investigator: Έχω δυο παιδιά, εσύ;

Additional Scenario(s)

You are ordering divine gyros from σουβλάκι κιφισσίας for your district. Make sure you order enough for the whole district! If you are the master gyro assembler, ask why the missionary wants so many gyros!

	Προσευχόμενος <i>By praying</i>		στο <i>to</i>	Θεό <i>God</i>	έμαθα <i>I learned</i>	ότι <i>that</i>	ο Θεός <i>God</i>	υπάρχει. <i>exists.</i>
Ναί <i>Yes</i>	διαβάζω <i>by reading</i>	+ οντας	σ' <i>in/to</i>	το Βιβλίο του Μόρμον <i>Book of Mormon</i>	έμαθα <i>I learned</i>	ότι <i>that</i>	είναι <i>it is</i>	αληθινός <i>true</i>
Όχι <i>No</i>			με <i>with</i>	τις γραφές <i>The Scriptures</i>	θα μάθετε <i>you will learn</i>		ο Θεός <i>God</i>	υπάρχει <i>He exists</i>
	μιλάω <i>by speaking</i>	+ ώντας	για <i>about</i>	τον Θεό <i>God</i>	αισθάνθηκα <i>I felt</i>		ο Χριστός <i>Christ</i>	ζεί <i>He lives</i>
	ρωτάω <i>by asking</i>			τις εντολές <i>Commandments</i>	θα αισθανθείτε <i>you will feel</i>		ο Τζόζεφ Σμιθ <i>Joseph Smith</i>	μιλάει <i>He speaks</i>
	τηρώ <i>by keeping</i>						το Πνεύμα <i>the Spirit</i>	προφήτης <i>prophet</i>
	μελετάω <i>by studying</i>							
	προσεύχομαι <i>by praying</i>	+ όμενος						

?

Πως να ξέρω αν το Βιβλίο του Μόρμον είναι αληθινό;

How can I know if the Book of Mormon is true?

Διαβάζοντας το Βιβλίο του Μόρμον θα αισθανθείτε ότι είναι αληθινό.

By reading the Book of Mormon you will feel that it is true.

Πως μπορώ να ξέρω αν ο Τζόζεφ Σμίθ ήτανε προφήτης;

How can I know if Joseph Smith was a prophet?

Ρωτώντας τον θεό θα μάθετε ότι ο Τζόζεφ Σμίθ είναι προφήτης.

By asking God you will know that Joseph Smith is a prophet.

Scenario

Your investigator Γιωργία is having a hard time understanding how she can know if Joseph Smith was a true prophet. She feels that it's impossible for her to know since she never met him, or heard anything he taught. Help Γιωργία understand how she can receive a witness through the spirit. Share your experience of how you learned that Joseph Smith was a prophet.

1. Practice: In pairs, one missionary will take the role of the investigator and ask how they can learn for themselves if Joseph Smith is a prophet or not. The other missionary shares an experience or outlines the steps they took that qualified them to receive a spiritual witness.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Πως μπορώ να Ξέρω αν ο Τζόζεφ Σμιθ ήταν προφήτης; Δεν γνωρίζω αυτόν.

Missionary: Διαβάζοντας το Βιβλίο Του Μόρμον μπορείς να μάθεις ότι είναι προφήτης.

Additional Scenario(s)

You are teaching a lesson about the Plan of Salvation for Sunday School in Nicosia Cyprus. A recent convert asks timidly what an individual must do to return to live with God in the Celestial Kingdom. Using gerunds, help the member understand what an individual must do in order to receive exaltation and live with God and their families together forever.



INSTRUCTIONS:

Identify whether the sentence is active voice or passive voice. When a subject acts on an object the sentence is in active voice such as “Joseph saw God”. When the action of a verb reflects back on the subject the sentence is passive voice, such as “He was seen”. Ask yourself “is the noun verbing or being verbed?” If the noun is verbing (Joseph saw) then it is active. If the noun is being verbed (he was seen) it is passive.

1. God called a new prophet.
2. God speaks to prophets.
3. Prophets receive revelation from God.
4. God’s teachings are revealed to prophets.
5. God gave us agency.
6. Prophets foretold the destruction.
7. The gospel was restored.
8. God restored his gospel.
9. The gospel was taught.
10. The apostles taught the gospel.
11. It was revealed to Joseph Smith.
12. Joseph Smith translated the Book of Mormon.
13. He was called Joseph Smith.
14. The Book of Mormon teaches about truth.
15. The truth is taught through the Book of Mormon.
16. God protects his children.
17. Christ was protected by God.
18. The Holy Ghost shows us the truth.
19. The truth is shown unto us by the Holy Ghost.
20. God sent us his son Jesus Christ.
21. Christ was sent to help us return back to God.
22. God revealed to Joseph Smith the Plan of Salvation.
23. Joseph baptized Oliver
24. The Book of Mormon was translated.
25. The people rejected the prophets.
26. The prophets were rejected.
27. The people killed the prophets.
28. The prophets were killed.
29. The people despised Christ.
30. Christ was despised.
31. The people crucified Christ.
32. Christ was crucified.
33. God forgave me of my mistakes.
34. I was forgiven of my sins.
35. The Plan of Salvation was revealed to Joseph Smith.
36. The Plan of Salvation contains God’s plan for us.
37. We existed before this life.
38. I was born into this family.
39. We were taught of the role of Jesus Christ.
40. Satan tempts us away from God.
41. In this life we are tempted to disobey God.
42. When we keep the commandments we are blessed.
43. When we sin we are punished.
44. Were you baptized?
45. He was resurrected.
46. Lucifer tempted Adam and Eve.
47. Death was overcome by the Atonement.
48. He was seen be several hundreds after his resurrection.
49. The Fall brought physical and spiritual death into the world.
50. He will come again.

Passive Present

Προσταζόμαστε <i>We are commanded</i>			από <i>by</i>	τον Θεό <i>God</i>	να <i>to</i>	είμαστε τέλειοι. <i>be perfect.</i>
στέλνω <i>send</i>	+	ομαι	από <i>by</i>	τον προφήτη <i>the prophet</i>	να <i>to</i>	διδάξουμε <i>to teach</i>
δοκιμάζω <i>tried</i>		εσαι	μέσω* <i>through</i>	τα προβλήματα <i>problems</i>	για <i>for</i>	το καλό μας <i>our good</i>
προστάζω <i>commanded</i>		εται		τον Θεό <i>God</i>		είμαστε τέλειοι <i>to be perfect</i>
				τα μέλη <i>the members</i>		της εκκλησίας <i>of the church</i>
αγαπάω <i>loved</i>	+	ιέμαι		τις εντολές <i>the commandments</i>		του Θεού <i>of God</i>
		ιέσαι				
		ιέται				
		ούμαι				
ωφελώ <i>benefitted</i>	+	είσαι				
		είσαι				
		είται				

Γιατί δοκιμαζόμαστε τόσο πολύ;
Why are we tried so much?
Δοκιμαζόμαστε για το καλό μας.
We are tried for our own good.

Πως ωφελούμαστε από αυτό;
How do we benefit from that?
Μαθαίνουμε πως να είμαστε τέλειοι.
We learn how to be perfect.

* has to be followed by genitive case

Scenario

You strike up a conversation with an old man that is sitting in a park in πλατεία συντάγματος and you ask him about his beliefs in God. He answers that he wants to believe in God, but he doesn't understand why life has so many trials and doesn't understand what the purpose of life is. Help him understand the purpose of life by teaching about the Plan of Salvation. Use the board display to explain why we are sent here and why we have so many trials. Try to push yourself by going beyond the board display.

1. Practice: In pairs, one missionary will take the role of the confused Greek gentleman. The other missionary will answer his questions by teaching about the Plan of Salvation, importance of trials and commandments.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Γιατί δοκιμαζόμαστε;

Missionary: Δοκιμαζόμαστε για το καλό μας.

Additional Scenario(s)

One of your investigators, Αλέξανδρος, doesn't understand why God would give us so many commandments. He especially doesn't understand why God would be so constricting by giving us the Word of Wisdom. Help Αλέξανδρος understand why this commandment was sent to us and how we can benefit from obeying the Word of Wisdom.

Προσευχόμαστε <i>We pray</i>		για <i>for</i>	βοήθεια <i>help</i>	κάθε <i>every</i>	μέρα <i>day</i>
Προσεύχ(ομαι) <i>pray</i>	<i>Endings</i>		βοήθεια <i>help</i>	κάθε <i>each/ every</i>	‘μέρα <i>day.</i>
	ομαι όμαστε				
Χρειάζ(ομαι) <i>Need</i>	εσαι εστε		καθοδήγηση <i>guidance</i>	σ’ <i>to, in, on, at</i>	συχνά <i>often</i>
	εται ονται				
Έρχ(ομαι) <i>come</i>	άμαι όμαστε		τις ευλογίες <i>the blessings</i>	με <i>with</i>	ζωή <i>life.</i>
Στέκ(ομαι) <i>Stand</i>	άσαι άστε		να μιλήσω <i>to speak</i>	γιά <i>for/about</i>	το/α πρόβλημα/τα. <i>the problem.</i>
	άται ούνται				
Θυμ(άμαι) <i>remember</i>				από <i>from</i>	δέκα λεπτά. <i>10 minutes.</i>
φοβάμαι <i>to be afraid</i>				μπροστά σε <i>before/in front of</i>	Το θεό <i>God.</i>
					όλη την καρδιά σας. <i>all your heart.</i>

Προσεύχεστε συχνά;

Do you pray often?

Όχι πολύ, να σας πώ την αλήθεια, φοβάμαι να προσεύχομαι.

Not a lot, to tell you the truth I’m afraid to pray.

Όταν προσευχόμαστε, ερχόμαστε μπροστά στο θεό να μιλήσουμε με αυτόν.

When we pray, we come before God to speak with him.

Γιατί φοβάστε να προσεύχεστε στον θεό;

Why are you afraid to pray to God?

Scenario

You are teaching a man who really enjoyed learning about the Plan of Salvation. You committed him to pray and ask God if the things you have taught are true. He responds that he has never prayed in his life and doesn't know how to. Help the investigator by teaching how when we pray we come before God. Help the investigator to understand when he can pray and what he can pray for.

1. Practice: In pairs, one missionary will role play the investigator. Come up with simple questions to ask like “how do you pray” or “when do you pray” Use the board display for help, but don't be afraid to branch out on your own!

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Πότε προσεύχεστε;

Missionary: Προσευχόμαστε κάθε ημέρα.

Additional Scenario(s)

You and your companion are teaching the plan of salvation and the investigator asks about how we will be judged. Using the board display do you best to help the investigator understand that we will stand before God to be judged. Use the green Greek handbook to look up any vocabulary you may need.

Passive Simple Past

Το ευαγγέλιο <i>The Gospel</i>			αποκαταστήθηκε <i>was restored</i>			μέσω του Τζόζεφ Σμιθ. <i>through Joseph Smith.</i>								
προσεύχ- (ομαι) <i>pray</i>	+	ηθ		ότι <i>that</i>	να μάθει <i>to learn</i>	την αλήθεια <i>the truth</i>								
αποκαλ- (ύπτω) <i>to reveal</i>	+	υφτ	+ ηκ + <table><tr><th colspan="2">Endings</th></tr><tr><th>-α</th><th>-αμε</th></tr><tr><th>-ες</th><th>-ατε</th></tr><tr><th>-ε</th><th>-αν</th></tr></table>	Endings		-α	-αμε	-ες	-ατε	-ε	-αν	από <i>by</i>	καμία εκκλησία <i>no church</i>	για την εκκλησία του Χριστού <i>about the church of Christ</i>
Endings														
-α	-αμε													
-ες	-ατε													
-ε	-αν													
αποκαταστ- (αίνω) <i>to restore</i>	+	ηθ	για <i>about</i>	το ευαγγέλιο <i>the gospel</i>	ήταν αληθινή <i>was true</i>									
μεταφρά- (ζω) <i>to translate</i>	+	στ		το Βιβλίο του Μόρμον <i>the Book of Mormon</i>	ήταν σωστή <i>was correct</i>									
						μέσω του Τζόζεφ Σμιθ <i>through Joseph Smith</i>								

Τι έκανε ο Τζόζεφ Σμιθ;
What did Joseph Smith do?

Προσευχήθηκε να μάθει την αλήθεια για την εκκλησία του Χριστού.
He prayed to learn the truth about the church of Christ.

Το Βιβλίο του Μόρμον γράφτηκε από τον Τζόζεφ Σμιθ;
Was the Book of Mormon written by Joseph Smith?

Όχι, το Βιβλίο του Μόρμον μεταφράστηκε από τον Τζόζεφ Σμιθ.
No, the Book of Mormon was translated by Joseph Smith.

See White Grammar Book pg. 26-29. TALL book pg. 9-12. *The accent is always 3 syllables from the end.

Scenario

You are on your airplane ride to Athens Greece and as you leave the JFK airport in New York you realize the man sitting next to you is actually Greek! He leans in really close and reads your name tag. You summon the courage to tell him about how we believe there is a prophet today that speaks with God. He asks you to tell him more about the prophet Joseph Smith.

1. Practice: In pairs, one missionary will take the role of mystery Greek man and ask questions about the Church and about Joseph Smith. The other missionary will answer his questions by teaching about the Restoration of the Gospel and the translation of the Book of Mormon. Try your best to help the investigator understand not only how the restoration happened, but why it is important for him aswell!

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Και τι έκανε ο Τζοζεφ Σμίθ;

Missionary: Η εκκλησία του Ιησού Χριστού αποκαταστήθηκε μέσω του Τζόζεφ Σμίθ.

Additional Scenario(s)

You are about to teach Μιχάλης Χατζηγιάννης about the Plan of Salvation. Help him to understand how we received this plan when God revealed it to Joseph Smith. Help them to understand that because the Plan of Salvation was revealed to Joseph Smith, it is evidence that he is a prophet of God.

Passive Simple Future

ΤΙ
what
ΠΟΥ
where
ΓΙΑΤΙ
why
ΠΩΣ
how

Θα Will	κριθούμε we be judged	από by	τον Θεό. God.
Θα Will	κρίν- (ομαι) be judged	από from, by	τον Θεό the God
	φέρν- (ομαι) be brought	σε to, in, on, at	το Σελέστιο Βασίλειο the Celestial Kingdom
	σών- (ομαι) be saved	με with	την οικογένεια the family
	ονομάζ- (ομαι) be named	για about	την ζωή the life
	ανασταίν- (ομαι) be resurrected		τα έργα the works
			τον Χριστό the Christ
	αγαπ- (ιέμαι) be loved		
	ρωτ- (ιέμαι) be asked		
	θυμ- (άμαι) remember		

+ ν→θ

+ ζ→στ

+ αιν→ηθ

+ ηθ

-Ω I	-ΟΥΜΕ we
-ΕΙΣ you	-ΕΙΤΕ you all
-ΕΙ he/she/it	-ΟΥΝ they

?

Θα αναστηθούμε;

Will we be resurrected?

Ναί, θα αναστηθούμε

Yes, we will be resurrected.

See White Grammar Book pg.33-34. TALL book pg. 24. **In the second column, the letters in bold form the root of the word, which word is given in present tense.*

Scenario

You have an investigator who is concerned about what happens after we die. You are currently in a lesson with them and have already taught about the Spirit World. You now will teach about the resurrection and judgment.

1. Practice: Form groups of two companionships each. One companionship role plays the investigator, the other companionship role plays the missionaries. One missionary will teach about the resurrection and then the other will follow by teaching about judgment. Then the companions will switch principles and teach again.

2. Re-practice: Switch roles between companionships and repeat the practice activity.

Example:

Missionary 1: Μετά από τον πνευματικό κόσμο, θα αναστηθούμε με το σώμα και το πνεύμα μας.

Missionary 2: Τότε, θα κριθούμε από τα έργα μας.

Additional Scenario(s)

While teaching about a commandment, your investigator asks why it is so important to do even the little things. Explain to him or her the importance that our works have even after this life once we are resurrected and then in the judgement.

Perfect Tense

Ναί
Yes
Όχι
no
Δεν
negates verb

Έχετε Have you	διαβάσει read	το Βιβλίο του Μόρμον; the Book of Mormon?
		+ 3rd person singular ending
present tense		να ξέρετε την αλήθεια to know the truth
έχω i have	έχουμε we have	για for, about
έχεις you have	έχετε you (all) have	ότι that
έχει he/she/it has	έχουν they have	σ' in, at, to, on
past tense		από from
είχα i had	είχαμε we had	με with
είχες you had	είχατε you (all) had	
είχε he/she/it had	είχαν they had	
future tense		
θα έχω I will have	θα έχουμε we will have	
θα έχεις you will have	θα έχετε you (all) will have	
θα έχει he/she/it will have	θα έχουν they will have	

Simple root

διαβάσ- (διαβάζω)
to read

δουλέψ- (δουλεύω) + ει
to work

διδάξ- (διδάσκω)
to teach

μετανοήσ- (μετανοώ)
to repent

προσευχηθ- (προσεύχομαι)
to pray

δίδαχτ- (διδάσκομαι) + ει
to be taught

αποκαταστηθ- (αποκατασταίνομαι)
to be restored

πά- (πηγαίνω)
to go

μείν- (μένω) + ει
to live/reside

λάβ- (λαβαίνω)
to receive

για
for, about

ότι
that

σ'
in, at, to, on

από
from

με
with

να ξέρετε την αλήθεια
to know the truth

το Βιβλίο του Μόρμον
the Book of Mormon

την απάντηση
the answer

το μήνυμά μας
our message

την εκκλησία
the church

την αποκατάσταση
the restoration

τις αμαρτίες
the sins

το ευαγγέλιο
the gospel

τον Τζόσεφ Σμιθ
Joseph Smith

την αλήθεια
the truth

το σχολείο
school

την οικογένειά μου
my family

Έχετε προσευχηθεί να ξέρετε την αλήθεια για το Βιβλίο του Μόρμον;
Have you prayed to know the truth about the Book of Mormon?

Ναι, έχω προσευχηθεί να ξέρω την αλήθεια.

Yes, I have prayed to know the truth.

Όχι, δεν έχω προσευχηθεί, αλλά την Κυριακή θα έχω προσευχηθεί για το Βιβλίο του Μόρμον.

No, I have not prayed, but on Sunday I will have prayed about the Book of Mormon.

Scenario

Yesterday you had a lesson with Ελένη. You invited her to find out for herself if Joseph Smith really was God's prophet by reading Alma 32 and asking God if the Book of Mormon is true. You have a lesson with her scheduled tomorrow, but you are calling her now to follow up and answer any questions Ελένη has. If she has not kept her commitment to find out if Joseph Smith is a prophet or not, be devastated and recommit her!

1. Practice: In pairs, one missionary will take the role of Ελένη (or Ιωάννης her husband) .The other missionary call the investigator and follow up. If the investigator didn't keep their commitment, find out why.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Όχι δεν έχω διαβάσει το Βιβλίο Του Μόρμον.

Missionary: Αχ! Ελένη γιατί δεν έχετε διαβάσει το Βιβλίο Του Μόρμον;

Additional Scenario(s)

Μιχάλης Χατζηγιάαννης is an investigator in your district that has taken the missionary lessons and has decided he wants to be baptized. You as a district leader have the responsibility to interview him! Open up to page 206 of PMG to the Baptismal Interview Questions. Try to ask the investigator these questions, only in a simpler form. For example: have you repented of your sins? Have you kept the Word of Wisdom?



INSTRUCTIONS:

Identify whether the following sentences are simple tense or continuous tense. Simple tense occurs only one time such as They prayed to God. Continuous tense occurs more than one time such as They were praying to God. Identify whether the following sentences are simple tense or continuous tense.

1. God spoke to prophets.
2. God was speaking to Moses.
3. God revealed himself to Adam.
4. While revealing himself to Adam, God explained his relationship with his children.
5. The people were not listening to the prophets.
6. The people rejected the words of the prophets.
7. Christ was teaching the people about God.
8. The apostles taught about Christ.
9. The prophets received the Gospel of Jesus Christ.
10. The Prophets taught their people the Gospel.
11. The gospel shows us what we must do to return back to God.
12. Joseph Smith was learning about different Churches.
13. Joseph Smith prayed to find an answer.
14. Joseph Smith was praying when he saw a pillar of light.
15. The light descended until it fell upon him.
16. While the light was resting on him he saw two personages.
17. God and Christ told Joseph Smith that none of the churches were true.
18. Joseph Smith asked what he should do.
19. Before this life we were living with God.
We were learning about His plan for us.
20. We decided to follow his plan to come to earth.
21. While living on earth we would make mistakes.
22. We understood we needed Jesus Christ.
23. We believed that we could return back to God.
24. God was rejoicing in our desire to follow him.
25. When we were born we forgot our previous life.
26. This life we are living, is a test.
27. God is watching us, seeing if we will follow him.
28. When we make mistakes, or sin, we become unclean.
29. While we are sinning we feel guilt for what we have done.
30. Through the sacrifice of Jesus Christ, we can be forgiven of our sins.
31. While we are repenting, we can feel God's love for us.
32. I have felt God's forgiveness while I was repenting.
33. When I repented, I felt clean again.
34. I believed that if I followed what Christ asked me to do, I would be forgiven of my sins.
35. Will you pray tonight, and repent of your sins?
36. While praying you will feel God's love for you.
37. Will you read the Book of Mormon?
38. He was praying when the missionaries followed up.
39. Will you follow the example of Jesus Christ and be baptized?
40. We will be holding a baptism on March 18th.
41. Will you prepare yourself to be baptized on that date?
42. John will be going to church today.
43. Adam and Eve ate the fruit and were cast out.
44. Sin prevents us from living with God.
45. You can live with your family forever

Active Continuous Past

	Προσπαθούσε <i>He was trying</i>	να <i>to</i>	βρεί <i>find</i>	την αληθινή εκκλησία. <i>the true church.</i>	
πώς <i>how</i>	διαβάζω <i>read</i>	σ- <i>in, at, to, on</i>	την Βίβλο <i>the Bible</i>	να ξέρει <i>to know</i>	
ποιός <i>who</i>	λαβαίνω + - <i>receive</i>	για <i>about</i>	το Πνεύμα <i>the Spirit</i>	την λύση <i>the solution</i>	
τι <i>what</i>	μιλάω <i>speak</i>	με <i>with</i>	το Θεό και το Χριστό <i>God and Christ</i>	τι να κάνει <i>what he should do</i>	
γιατί <i>why</i>	βοηθαώ + ούς + <i>help</i>	να <i>to</i>	καταλάβει <i>understand</i>	την αληθινή εκκλησία <i>the true church</i>	
	προσπαθώ <i>to try</i>		βρεί <i>find</i>	όλη την ζωή μου <i>all my life</i>	
	ακούω + γ <i>hear/ listen</i>		ευλογίες <i>blessings</i>		

?

Διάβαζε την Βίβλο να ξέρει τι να κάνει.

He was reading the Bible to know what he should do.

Καθώς προσευχότανε, άκουγε το Θεό και το Χριστό.

While he prayed, he was hearing God and Christ.

Τι μιλούσανε με τον Τζόζεφ Σμιθ;

What were they speaking about with Joseph Smith?

Βοηθούσαν τον Τζόζεφ να καταλάβει την αληθινή εκκλησία.

They were helping Joseph to understand the true church.

See White Grammar Book pg. 20-22. TALL book pg. 9. *For 1st and 4th conjugations the accent is always 3 syllables from the end. For 2nd and 3rd conjugations, use ούς (the accent is always here).

Scenario

You and your companion receive a referral from a member who said their friend had questions about Joseph Smith. You happen to be walking by their house and you decided to drop by to introduce yourselves and explain a little of Joseph Smith's story. You knock on the door to find the referral and their member friend there at the same time!

1. Practice: Form groups of two companionships each. One companionship role plays the missionaries dropping by, and the other companionship role plays the referral and their member friend. One missionary will introduce his or herself (include a little background) and his or her companion to the referral, and the other missionary will relate the Joseph Smith story in the continuous past tense. (The member can also talk a little about their background in the church.)

2. Re-practice: Switch roles and repeat the practice activity.

Example:

Investigator: Τι έκανε ο Τζόζεφ να ξέρει την αλήθεια;

Missionary: Ο Τζόζεφ διάβαζε την Βίβλο, και προσπαθούσε να ξέρει τι να κάνει.

Additional Scenario(s)

You are able to get an appointment with a former investigator and you find in your lesson that you need to review the Joseph Smith story with them. Recount his story and speak of how it has helped you personally throughout your life.

Continuous Future

	θα <i>Will</i>	πηγαίνετε <i>you go</i>	στην εκκλησία <i>to church</i>		κάθε Κυριακή; <i>every Sunday?</i>
ΠΟΤΕ <i>when</i>	θα	διαβάζω <i>read</i>	Το Βιβλίο του Μόρμον <i>The Book of Mormon</i>	σ- <i>in, at, to, on</i>	κάθε μέρα <i>every day</i>
ΠΟΥ <i>where</i>		λαβαίνω <i>receive</i>	καθοδήγηση <i>guidance</i>	για <i>for</i>	την ζωή σας <i>your life</i>
ΤΙ <i>what</i>		πηγαίνω <i>go</i>	ευλογίες <i>blessings</i>	από <i>from</i>	το Θεό <i>God</i>
ΠΩΣ <i>how</i>			στην εκκλησία <i>to/in church</i>	με <i>with</i>	κάθε Κυριακή <i>every Sunday</i>
ΠΟΙΟΣ <i>who</i>		ακολουθώ <i>follow</i>	τις εντολές <i>the commandments</i>	σύμφωνα με <i>in accordance with</i>	τις οικογένειές μας <i>our families</i>
ΓΙΑΤΙ <i>why</i>		ζώ <i>live</i>	τα λογία του προφήτη/χριστού <i>the words of the prophet/Christ</i>		όλη τη ζωή σας <i>all your lives</i>
		τηρώ <i>keep</i>	όλες τις εντολές <i>all the commandments</i>		

?

θα διαβάζετε το Βιβλίο του Μόρμον κάθε μέρα;
Will you read the Book of Mormon every day?
 Θα διαβάζω το Βιβλίο του Μόρμον κάθε μέρα.
I will read the Book of Mormon every day.

Θα τηρείς όλες τις εντολές από τον Θεό;
Will you keep all the commandments from God?
 Ναι, θα τηρώ όλες τις εντολές από τον Θεό.
Yes, I will keep all the commandments from God.

Scenario

You have taught Κώστας a few times now and he has been keeping his commitments to read the Book of Mormon and pray. You have discussed your desire for him to attend church but he has been very hesitant to formally commit. Extend an invitation to Κώστας to come to church every week and promise him blessings that will come from it.

1. Practice: In companionships, with one missionary taking the role of Κώστας and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point in teaching Κώστας.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Missionary: Θα πηγαίνετε στην εκκλησία κάθε Κυριακή?

Investigator: Γιατί να πηγαίνω στην εκκλησία?

Additional Scenario(s)

Κώστας has not been keeping his commitment to read from the Book of Mormon since you have been teaching him. Extend a commitment for him to read and promise him blessings.

Passive Continuous Past

	Αισθανόμουννα <i>I was feeling</i>			το πνεύμα <i>the spirit</i>	πολύ δυνατά. <i>very strong.</i>							
ΠΟΤΕ <i>when</i>	δοκιμάζομαι <i>be tested</i>	ό	από <i>by</i>	πειρασμούς <i>temptations</i>	τόσο πολύ <i>so much</i>							
ΠΟΥ <i>where</i>	προσεύχομαι <i>pray</i>		σ- <i>in, at, to, on</i>	τον Θεό <i>God</i>								
ΤΙ <i>what</i>	προετοιμάζομαι <i>be prepared</i>	+	<table><tr><td>-μουν(α)</td><td>-μασταν</td></tr><tr><td>-σουν(α)</td><td>-σασταν</td></tr><tr><td>-ταν(ε)</td><td>-νταν(ε)</td></tr></table>	-μουν(α)	-μασταν	-σουν(α)	-σασταν	-ταν(ε)	-νταν(ε)	με <i>with</i>	το Πνεύμα <i>the Spirit</i>	πολύ δυνατά <i>very strongly</i>
-μουν(α)	-μασταν											
-σουν(α)	-σασταν											
-ταν(ε)	-νταν(ε)											
ΠΩΣ <i>how</i>	αισθάνομαι <i>feel</i>		να <i>to</i>	πάμε <i>(we) go</i>	στο ναό <i>to the temple</i>							
ΓΙΑΤΙ <i>why</i>	αγαπιέμαι <i>be loved</i>	ιό										
ΌΤΑΝ <i>when</i>	οδηγούμαι <i>be lead</i>	ού		έρθουμε <i>come</i>	στο σπίτι σας <i>to your house</i>							

Αισθανόσασταν το πνεύμα στο σπίτι σας;
Were you feeling (did you feel) the spirit in your home?
 Ναι, αισθανόμουννα το πνεύμα πολύ δυνατά;
Yes I was feeling the spirit very strongly.

Γιατί προσευχόσασταν τόσο πολύ;
Why were you praying so much?
 Επειδή δοκιμαζόμασταν από πειρασμούς.
Because we were being tried by temptations.

Scenario

Your investigator Γιωργία is having a hard time understanding how to recognize answers to her prayers. She asks you how you know when God answers your prayers. Using the board display for help, think back about some spiritual experiences you have had and help her to understand how God answers prayers and how the Holy Ghost works.

1. Practice: In pairs, one missionary will take the role of the investigator and ask how the missionary knows when God is answering their prayers. The other missionary shares an experience in which they recognized the Spirit giving them an answer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Example:

Investigator: Πως αισθανόσασταν όταν αισθανθήκατε το πνεύμα πολύ δυνατά;

Missionary: Αισθανόμουν ότι ο θεός αγαπάει εμένα πολύ.

Additional Scenario(s)

An investigator shares his concern that he feels like if he gets baptized his life will then become a big question mark. Use the board display and 1st Nephi 4 to help the investigator understand that if we act with faith God will guide us by the Holy Spirit.

Conditional

Εκεί <i>There</i>	μάθαμε ότι <i>we learned that</i>	θα γινόμασταν <i>we would become</i>			περισσότερο σαν τον Θεό. <i>more like God.</i>
εκεί <i>There</i>	Μάθαμε ότι <i>we learned that</i>	Θα φεύγω <i>would leave</i>	+	-α -ες -ε	-αμε -ατε -αν
στη προγίγνη ζωή <i>In the pre-earth life</i>	διαλέξαμε ότι <i>we chose that</i>	θα λαβαίνω <i>would receive</i>			την παρουσία του Θεού <i>the presence of God</i>
		θα ακολουθώ <i>would follow</i>	+	οὐς	ένα φυσικό σώμα <i>a physical body</i>
		θα γίνομαι <i>would become</i>	+	-όμουν -όσουν -όταν	δυσκολίες και εμπειρία <i>difficulties and experience</i>
		θα χρειάζομαι <i>would need</i>		-όμασταν -όσασταν -όνταν	περισσότερο σαν τον Θεό <i>more like God</i>
					καλύτεροι άνθρωποι <i>better people</i>
					την βοήθεια του Χριστού <i>the help of Christ</i>
					να διαλέξουμε το σωστό <i>to choose the right</i>

?

Και τι κάναμε στη προγίγνη ζωή;
And what did we do in the pre-earth life?

Εκεί μάθαμε ότι θα φεύγαμε την παρουσία του θεού και θα λαβαίναμε ένα φυσικό σώμα.
There we learned that we would leave the presence of God and we would receive a physical body.

Στη προγίγνη ζωή, διαλέξαμε ότι θα ακολουθήσαμε το σχέδιο του Θεού;
In the pre-earth life we chose that we would follow the plan of God?

Ναι, διαλέξαμε ότι θα ακολουθούσαμε το σχέδιο του Θεού.
Yes, we chose that we would follow the plan of God.

Scenario

While teaching Maria about the Plan of Salvation, she asks “Why would we leave God’s presence to come here and suffer?” Teach Maria about what God’s plan is and the reasons for and consequences of our decision to come to earth.

1. Practice: As companionships, teach Maria alternating every other sentence

2. Re-practice: Switch companions and re-practice the activity. Try to use a different approach. Move away from the board display and speak from your heart.

Additional Scenario(s)

Together with your companion think about some of the commitments you have extended to recent investigators. As a companionship, have one missionary role play the investigator and the second missionary extend the commitment. The investigator should use conditional to express the concern about the commitment given (I would read the Book of Mormon, but I don’t have time). The missionary then promises blessings using conditional (if you would read the Book of Mormon every morning, I am sure you would receive an answer to whether Joseph Smith is a prophet or not).

Command Form

Τότε Then	συνεχίστε continue	ευθεία straight	στο the	πάρκο park
Πρώτα first	(στρίβω) →στριψ	ε S.S.	επόμενο next	δρόμο road
Μετά after	(συνεχίζω) →συνεχισ	τε S.P.	πρώτο first	φούρνο bakery
Τελικά finally	(ακολουθώ) →ακολουθησ	ευθεία straight	δεύτερο second	πάρκο park
Τότε then	(πηγαίνω) →πήγαιν	αριστερά left		φανάρι traffic light
Όταν δείτε το/τη _____ when you see _____	(σταματάω) →σταματ	δεξιά right		τράπεζα bank
		μπροστά forward/in front	στη to the	οδό street
		κάτω down		εκκλησία church
				πλατεία public square

Από το πάρκο πως να παω στην εκκλησία?

From the park, how do I get to church?

Μετά απο το πάρκο στρίψτε δεξιά.

After the park turn right

Όταν δείτε την τράπεζα, σταμάτα, η εκκλησία είναι εκεί.

When you see the bank, stop, the church is there.

See White Grammar Book pg. 79-82. TALL book pg. 85. * For informal commands accent goes 3 back – but don't use the "ε" rule. For formal commands accent goes just before/at root change. Also note the other possible continuous endings for command forms on pages 79-83.

**Be aware of irregular command forms found on page 82.

Scenario

Spiros Dimitropoulos has just agreed to come to church when he asks you where the church is and how to get there. Your teacher will draw a map of the area of Athens that the investigator lives at. Using the board display help the investigator understand how to get to church.

1. Practice: In turns, one missionary will explain how to get to the church. Next the companion missionary will explain how to get to church but he must explain by using a different route.

2. Re-practice: The teacher will draw another map with a different lay out, repeat the practice!

Additional Scenario(s)

Spiros Dimitropoulos is going to be baptized tomorrow! Help him to understand how the baptism will work. Teach him what he must do when he gets into the water with the missionary that is baptizing him. Where does he place his hands? When does he go under the water? How? Use a dictionary or ask a teacher for help in finding the necessary verbs.

Subjunctive

Να Should	δεσμέψουμε we commit		αυτόν him	να to	βαπτιστεί. be baptized.
Να (μην) Should (not)	μιλάω To speak διδάσκω To teach μοιράζω To share δεσμεύω to commit	*Change to future tense	με with σε to για about	αυτόν him αυτήν her αυτούς them	για about τον Τζόζεφ Σμίθ Joseph Smith το σχέδιο σωτηρίας the plan of salvation το βάπτισμα baptism μια γραφή a scripture
	είχαμε εξηγήσει have explained είχ_ διδάξει have taught είχ_ μιλήσει have spoken είχ_ δεσμένει have committed	*use perfect tense		να to	διαβάσει he read προσευχηθεί he pray πάει στην εκκλησία go to church βαπτιστεί he be baptized

να μιλήσουμε με αυτόν για το σχέδιο σωτηρίας;

Should we speak with him about the plan of salvation?

να μην μιλήσουμε για το σχέδιο σωτηρίας, να δεσμέψουμε αυτόν να βαπτιστεί.

We should not teach the plan of salvation. We should commit him to be baptized.

Scenario

It is 9:30 at night and you and your companion have returned home. You pull out your planners and begin to discuss lessons with investigators today and what you need to do tomorrow to help them.

1. Practice: In companionships, have a real planning session. Discuss how lessons went with the investigator you taught today. Discuss what you feel you should teach the investigator tomorrow.

2. Re-practice: none

Additional Scenario(s)

Spiros Dimitropoulos, a recent convert, is really struggling to have the faith to continue to come to church and live the Word of Wisdom. He wants to, he just feels that he doesn't have as much faith as he used to. Help Spiros understand what he can do to receive more faith.

Appendix: Verb Conjugations

Verb (bold are common)			
Present	Come	Enter	Go
Past	έρχομαι	μπαίνω	πηγαίνω
Future	ήρθα/ήλθα	μπήκα	πήγα
Passive Past	θα έρθω/έλθω	θα μπό	θα πάω
	-	-	-
Appear/ seem	Cry	Exist	Go down
φαίνομαι	κλαίω	υπάρχω	κατεβαίνω
φάνηκα	έκλαψα	υπήρξα	κατέβηκα
θα φανώ	θα κλάψω	θα υπάρξω	θα κατέβω/κατεβώ
-	κλαύτηκα	-	-
At fault/to blame	Die	Fall	Go out
φταίω	πεθαίνω	πέφτω	βγαίνω
έφταιξα	πέθανα	έπεσα	βγήκα
θα φταίξω	θα πεθάνω	θα πέσω	θα βγώ
-	-	-	-
Become	Drink	Find	Go up
γίνομαι	πίνω	βρίσκω	ανεβαίνω
έγινα	ήπια	βρήκα	ανέβηκα
θα γίνω	θα πιώ	θα βρώ	θα ανέβω/ανεβώ
-	πιώθηκα	βρέθηκα	-
Bring	Eat	Give	Have
φέρνω	τρώω	δίνω	έχω
έφερα	έφαγα	έδωσα	είχα
θα φέρω	θα φάω	θα δώσω	θα έχω
φέρθηκα	φαγώθηκα	δώθηκα	-

Verb	Pass (by)	Send	Take
Present	περνάω	στέλνω	παίρνω
Past	πέρασα	έστειλα	πήρα
Future	θα περάσω	θα στείλω	θα πάρω
Passive Past	περάστηκα	στάλθηκα	πάρθηκα
Know	Put	Sit	Take out
ξέρω	βάζω	κάθομαι	βγάζω
ήξερα	έβαλα	έκατσα/κάθισα	έβγαλα
θα ξέρω	θα βάλω	θα κάτσω/καθίσω	θα βγάλω
-	βάλθηκα	-	βγάλθηκα
Learn	Receive	Stand	Want
μαθαίνω	λαβαίνω/λαμβάνω	στέκομαι	θέλω
έμαθα	έλαβα	στάθηκα	ήθελα
θα μάθω	θα λάβω	θα σταθώ	θα θέλω
μαθεύτηκα	λήφθηκα	-	-
Leave	Say/tell	Stay/reside	Wash
φεύγω	λέω	μένω	πλένω
έφυγα	είπα	έμεινα	έπλυνα
θα φύγω	θα πώ	θα μείνω	θα πλύνω
φεύχθηκα	ειπώθηκα	-	πλύθηκα
Make	See	Suffer	
κάνω	βλέπω	παθαίνω	
έκανα	είδα	έπαθα	
θα κάνω	θα δώ	θα πάθω	
-	ειδώθηκα	-	

Appendix: Tense, Case, Articles, and Pronouns

NOUN CASES						
Nominative		Accusative		Genitive		
singular	plural	singular	plural	singular	plural	
M	-ος οι -ης οι -ας	-οι -εις -εις	το(ν) -η -α	-ους -εις -εις	το -ου -η -α	-ων -ων -ων
F	-η -α -η (ξ,ψ,σ) η	-εις -εις -εις	-η -α -η (ξ,ψ,σ) η	-εις -εις -εις	-ης -ας -η (ξ,ψ,σ) ς οι εως	-ων -ων -ων -ων -ων
N	-ο -ι οι -μα	-α -ια -α -ματα	-ο -ι οι -μα	-α -ια -α -ματα	-ου -ιου οι -ματος	-ων -ων -ων -ων -ων

INDEFINITE ARTICLES (α)			
	Nominative	Accusative	Genitive
M	- ένας	- ένα(ν)	- ενός
F	- μία	- μία	- μίας
N	- ένα	- ένα	- ένος

DIRECT OBJECT PRONOUNS				INDIRECT OBJECT PRONOUNS			
before verb		after verb		before verb		after verb	
με	μας	εμένα	εμάς	μου	μας	preposition +	
σε	σας	εσένα	εσάς	σου	σας	εμένα	εμάς
τον	τους	αυτόν	αυτούς	του	τους	εσένα	εσάς
την	τις	αυτήν	αυτές	της	τους	αυτόν	αυτούς
το	τα	αυτό	αυτά	του		αυτήν	αυτές
						αυτό	αυτά

ACTIVE VERB PRESENT ENDINGS			
1 st CONJUGATION	2 nd CONJUGATION	3 rd CONJUGATION	4 th CONJUGATION
- ω	- άω	- ώ	- ω
- ουμε	- άμε	- ούμε	- με
- εις	- άς	- εις	- ς
- ετε	- άτε	- ειτε	- τε
- ει	- άει / - ά	- ούνε	- νε
- ουν	- άν(ε)		

ACTIVE & PASSIVE SIMPLE PAST ENDINGS	
ALL CONJUGATIONS	
- α	- αμε
- εις	- ατε
- ε	- αν(ε)

PASSIVE VERB PRESENT ENDINGS			
1 st CONJUGATION	2 nd CONJUGATION	3 rd CONJUGATION	MIDDLE VOICE
- ομαι	- ιέμαι	- ούμαι	- άμαι
- όμαστε	- ιόμαστε	- ούμαστε	- όμαστε
- εσαι	- ιέσαι	- είσαι	- άσαι
- εστε	- ιέστε	- είστε	- άστε
- εται	- ιέται	- είται	- άται
- ονται	- ιόνται	- ούνται	- ούνται

PASSIVE VERB CONTINUOUS PAST ENDINGS			
1 st CONJUGATION	2 nd CONJUGATION	3 rd CONJUGATION	MIDDLE VOICE
- όμουν(α)	- ιόμουν(α)	- ούμουν(α)	- όμουν(α)
- όμασταν	- ιόμασταν	- ούμασταν	- όμασταν
- όσουν(α)	- ιόσουν(α)	- ούσουν(α)	- όσουν(α)
- όσασταν	- ιόσασταν	- ούσασταν	- όσασταν
- όταν(ε)	- ιόταν(ε)	- ούταν(ε)	- όταν(ε)
- ονταν	- ιόνταν	- ούνταν	- ονταν

Appendix: Tense, Case, Articles, and Pronouns

NOUN CASES						
Nominative		Accusative		Genitive		
singular	plural	singular	plural	singular	plural	
M	- ος ο - ης - ας	- οι οι - ες - ες	- ο(ν) το(ν) - η - α	- ους τους - ες - ες	- ου του - η - α	- ων των - ων - ων
F	- η η - α - (ξ,ψ,σ)η	- εις οι - εις - εις	- η τη(ν) - α - (ξ,ψ,σ)η	- εις τις - εις - εις	- ης της - ας - (ξ,ψ,σ)ης οι εως	- ων των - ων - εων
N	- ο το - ι - μα	- α τα - ια - ματα	- ο το - ι - μα	- α τα - ια - ματα	- ου του - ιου - ματος	- ων των - ιων - μάτων

INDEFINITE ARTICLES (a)			
	Nominative	Accusative	Genitive
M	- ένας	- ένα(ν)	- ενός
F	- μία	- μία	- μίας
N	- ένα	- ένα	- ένος

DIRECT OBJECT PRONOUNS		INDIRECT OBJECT PRONOUNS	
before verb	after verb	before verb	after verb
με σε τον την το	μας σας τους τις τα	εμένα εσένα αυτόν αυτήν αυτό	εμάς εσάς αυτούς αυτές αυτά
		μου σου του της του	μας σας τους τους αυτούς αυτές αυτά

ACTIVE VERB PRESENT ENDINGS					SIMPLE PAST (active & passive)
	1 st	2 nd	3 rd	4 th	ALL
I	- ω	- αώ	- ώ	- ω	- α
YOU	- εις	- άς	- είς	- ς	- ες
HE/SHE/IT	- ει	- άει / - ά	- εί	- ει	- ε
WE	- ουμε	- άμε	- ούμε	- με	- αμε
YOU ALL	- ετε	- άτε	- έτε	- τε	- ατε
THEY	- ουν(ε)	- άν(ε)	- ούν(ε)	- νε	- αν(ε)

	PASSIVE VERB PRESENT ENDINGS				PASSIVE VERB CONTINUOUS PAST ENDINGS			
	1 st	2 nd	3 rd	MIDDLE VOICE	1 st	2 nd	3 rd	MIDDLE VOICE
I	- ομαι	- ιέμαι	- ούμαι	- άμαι	- όμουν(α)	- ιόμουν(α)	- ούμουν(α)	- όμουν(α)
YOU	- εσαι	- ιέσαι	- είσαι	- άσαι	- όσουν(α)	- ιόσουν(α)	- ούσουν(α)	- όσουν(α)
HE/SHE/IT	- εται	- ιέται	- είται	- άται	- όταν(ε)	- ιόταν(ε)	- ούταν(ε)	- όταν(ε)
WE	- όμαστε	- ιόμαστε	- ούμαστε	- όμαστε	- όμασταν	- ιόμασταν	- ούμασταν	- όμασταν
YOU ALL	- εστε	- ιέστε	- είστε	- άστε	- όσασταν	- ιόσασταν	- ούσασταν	- όσασταν
THEY	- ονται	- ιόνται	- ούνται	- ούνται	- ονταν	- ιόνταν	- ούνταν	- ονταν

Appendix: Adjectives

	ADJECTIVES: 1 st DECLENSION ENDINGS											
	Nominative				Accusative				Genitive			
	singular		plural		singular		plural		singular		plural	
M	ο	- ος	οι	- οι	το(ν)	- ο(ν)	τους	- ους	του	- ου	των	- ων
F	η	- η	οι	- ες	τη(ν)	- η(ν)	τις	- ες	της	- ης	των	- ων
N	το	- ο	τα	- α	το	- ο	τα	- α	του	- ου	των	- ων

	ADJECTIVES: 2 nd DECLENSION ENDINGS											
	Nominative				Accusative				Genitive			
	singular		plural		singular		plural		singular		plural	
M	ο	- ος	οι	- οι	το(ν)	- ο(ν)	τους	- ους	του	- ου	των	- ων
F	η	- α	οι	- ες	τη(ν)	- α(ν)	τις	- ες	της	- ας	των	- ων
N	το	- ο	τα	- α	το	- ο	τα	- α	του	- ου	των	- ων

	ADJECTIVES: 3 rd DECLENSION ENDINGS											
	Nominative				Accusative				Genitive			
	singular		plural		singular		plural		singular		plural	
M	ο	- ος	οι	- οι	το(ν)	- ο(ν)	τους	- ους	του	- ου	των	- ων
F	η	- ια	οι	- ες	τη(ν)	- ια(ν)	τις	- ες	της	- ιας	των	- ων
N	το	- ο	τα	- α	το	- ο	τα	- α	του	- ου	των	- ων

	ADJECTIVES: 4 th DECLENSION ENDINGS											
	Nominative				Accusative				Genitive			
	singular		plural		singular		plural		singular		plural	
M	ο	- υς	οι	- ιοι	το(ν)	- υ	τους	- ιους	του	- ου	των	- ιων
F	η	- ια	οι	- ιες	τη(ν)	- ια	τις	- ιες	της	- ιας	των	- ιων
N	το	- υ	τα	- ια	το	- υ	τα	- ια	του	- ιου	των	- ιων

5. Prefixes 2011.06.21

By becoming familiar with Greek prefixes and their meanings, it will become easier to remember the meaning of words. Here are some but not all of the prefixes in the Greek language.

ανα- (re, again)			εκτυπώνω	to print	(out type)
αναβάλλω	to post pone	(again place)	εκσυγχρονίζω	to modernize	('ize' together time)
αναθυμίζω	to remind				
ανακαλώ	to recall	(again call)	επανα- (re, on, again)		
			επαναλαμβάνω	to repeat, to resume	(again receive)
			επαναστατώ	to revolt, rebel	(again/on/re stand)
αντι- (in place of, against, vice)			κατα- (very much, against)		
αντίχριστος	antichrist	(one in place of Christ)	καταδικάζω	condemn	(against judge)
αντιπρόσωπος	representative	(in place of face)	καταστροφή	destruction	(against turn)
το αντίθετο	opposite	(against or opposite)	κατανικώ	to defeat, overcome	(win very much or win against)
αντίδραση	reaction,	(against action)	καταπληκτικός	amazing, astonishing	(against dull/boring)
αντίσταση	opposition, resistance	(against position)			
απο- (de, from)			μετα- (post, meta, change)		
αποσύνθεση	decomposition	(de together place)	μεταβάλλω	to transform	(change place)
αποκαλύπτω	to reveal	(from cover)	μεταμόρφωση	transformation	(change form)
απόσταση	distance	(from a position/stasis)	μετάθεση	transfer	(change place/seat)
αποστασία	apostasy	(the stasis of being at a distance?)	μεταπολεμικός	post war	(after war)
δια- (inter, through)			παρα- (alongside, para- existing unofficially, too much, a lot)		
ο διάδρομος	passage	(through path)	παραμιλάω	to talk too much	(too much talk)
διαβλέπω	to foresee, discern	(to through see)	παράνομος	illegal	(alongside? the law)
η διάδοση	spread, diffusion	(through dose)	παραγεμίζω	to cram, stuff, fill	(a lot/very fill)
η διασύνδεση	interconnection	(inter connection)	προ- (before, pre)		
εκ- (out, 'ize' as in process of change)			προβλέπω	to foresee	(before see)
εκφράζω	to express, to voice	(out phrase)	προδίνω	to betray	(before give)
εκδρομή	excursion	(out path)	προδικάζω	to prejudge	(before judge)
			προπολεμικός	before the war	(before war)

συν- (joint, co-, together)

σύνθεση	synthesis	(together place)
συνχρονίζω	synchronize	(together time[verb])
συνεργία	synergy	(joint energy)
συμφωνώ	to agree	(together voice)
συνεργάτης	coworker	(together worker)
το σύμπαν	the universe	(together everything)

υπερ- (over, hyper, super)

υπεραγορά	supermarket	(super market)
υπερβολή	exaggeration	(over placement)
υπερβάλλω	to exaggerate	(to over place)
υπερνικώ	to surmount, conquer, overcome	(over win)

υπο- (under, sub)

υπογράφω	to sign your name	(under write)
το υπόγειο	basement	(under earth)
υποθέτω	to suppose, assume	(under place)
υποδηλώνω	to indicate, to hint	(under declare)

ημι- (half, hemi)

ημισφαίριο	hemisphere	(half sphere)
ήμισυ	half	
ημίθεος	demigod	(half god)

επι- (on, above)

επιβάλλω	to impose, set, force	(to on place)
επιβλέπω	to supervise	(to see from above)
επικρίνω	to criticize	(to judge from above)
επιτυχία	success	(above luck)

THE CHURCH OF
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OF LATTER-DAY SAINTS

Missionary Training Center

